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OLIIY TA'LIM MUASSASALARIDA O'QITUVCHINING
PSIXOLOGIYASI

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Аннотация: Психологическое состояние учителей в современном образовании оказывает непосредственное влияние на их профессиональную деятельность и успеваемость учащихся. В данной статье исследуются основные проблемы психологии учителя, такие как стресс, эмоциональное выгорание, снижение мотивации, трудности создания психологической среды в классе, а также возможности поиска их решения с помощью современных психологических подходов (например, когнитивно-поведенческой терапии, развития жизнестойкости, среды обучения в сотрудничестве). В исследовании систематизированы причины проблем и факторы, влияющие на них, на основе статистики международных исследований, кейс-анализа и результатов опросов учителей. В заключение была подчеркнута необходимость совершенствования методических пособий, программ институциональной поддержки и государственной политики по повышению психологического потенциала учителей.

Ключевые слова: психология учителя, эмоциональное выгорание (выгорание), педагогический стресс, мотивационные стратегии, психологическое сопровождение, классная среда, профессиональное развитие.

Abstract: The psychological state of teachers in modern education has a direct impact on their professional activity and academic achievement of students. This article explores the main problems of teacher psychology, such as stress, emotional burnout, decreased motivation, difficulties in creating a psychological environment in the classroom, and the possibilities of finding solutions to them through modern psychological approaches (for example, cognitive-behavioral therapy, resilience development, collaborative learning environment). The research systematizes the causes of problems and the factors affecting them based on the statistics of international studies, case analysis, and the results of teachers' surveys. In conclusion, the need to improve methodological manuals, institutional support programs, and state policy to increase the psychological empowerment of teachers was emphasized.

Key words: *teacher psychology, emotional burning (burnout), pedagogical stress, motivational strategies, psychological support, classroom environment, professional development.*

Kirish.

O'qituvchi-ta'lim tizimining asosiy agenti bo'lib, uning psixologik salomatligi va kasbiy qobiliyatlari ta'lim sifatini belgilovchi hal qiluvchi omillardan biridir. 21-asrda global pedagogik talablar keskin o'zgarib, o'qituvchilardan nafaqat yuqori malakali, balki ijtimoiy-psixologik jihatdan moslashuvchan, kreativ va stressga chidamli bo'lishni talab qilmoqda. Biroq, ko'pgina mamlakatlarda, jumladan O'zbekistonda, o'qituvchilar tizimli ravishda quyidagi muammolarga duch kelmoqda:

- Ish yukining ortishi va vaqt yetishmasligi natijasida kronik charchoq;
- Ota-onalar va ma'muriyat bilan murakkab munosabatlar tufayli emotsional taranglik;
- Zamonaviy talabalar avlodiga ta'sir ko'rsatish usullarini topishda psixologik tayyorgarlik yetishmasligi.

Bu muammolar nafaqat o'qituvchilarning shaxsiy farovonligiga, balki umumiy ta'lim ekotizimining samaradorligiga salbiy ta'sir ko'rsatadi. Shu sababli, o'qituvchi psixologiyasini tadqiq qilish va ularga moslashtirilgan psixologik yordam mexanizmlarini ishlab chiqish dolzarb ahamiyatga ega.

Muhim davlat vazifasini – “Kadrlar tayyorlash Milliy dasturi”ni amalga oshirayotgan zamonaviy maktab o'qituvchisining xislatlari, uning ijodiy faoliyati XXI asrda shakllanib, asosan amaliy ishda, pedagogik tajribalarni egallash jarayonida o'sib rivojlana boradi. Pedagog faoliyatida psixologiyaning o'rni beqiyosdir. Chunki har bir pedagog dars o'tish jarayonida o'quvchilarining individual psixologik xususiyatlarini bilishi, yangi mavzuni tushuntirayotganda ham umumpsixologik qonuniyatlarni hisobga olgan holda darsni tashkil etishi ta'limning sifatiga ijobiy ta'sir etadi. Hozirgi jamiyatimizda o'qituvchining mustaqil ravishda bilimlarni egallab, o'z malakasini oshirib borishi bir tomondan o'qituvchilik faoliyatining borgan sari naqadar muvaffaqiyatli borayotganligini ko'rsatsa, ikkinchi tomondan muhim vazifa ekanligidan dalolat beradi. Chunki bu kechiktirib bo'lmaz jarayon shaxsni intellektual qashshoqlikdan qutqarib qoladi. Psixologik nuqtayi nazardan o'qituvchi doimiy ravishda o'z bilimlarini oshirish bilan shug'ullanishi zarurdir. Chunki o'qituvchilik mehnatining asosiy xususiyati ham shudir. Pedagog har doim odamlar orasida bo'larkan, u birinchidan, odamlarni ko'pdan beri qiziqtirib kelayotgan haqiqatni o'z qarashlari bo'yicha to'g'ri tushuntirib berishi lozim. Albatta, o'qituvchidagi bu tariqa qarashlar ko'p yillar davomidagi mehnat va hayot faoliyati jarayonida shakllanadi; ikkinchidan, o'qituvchining o'zi axborotlar olish uchun o'quvchilarga nisbatan cheklangan vaqt imkoniyatiga ega; uchinchidan, u o'ta tor doiradagi tengqurlari bilangina muloqotda bo'lish imkoniyatiga ega bo'lib, ko'pincha o'z

kasbiga xos qiziqishlar bilangina cheklanib qoladi. Ta'limning barcha ko'rsatkichlari, Z.I.Kalmikovaning ta'kidlashicha, anglash tezligi, yangi vazifalar hal qilinishiga erishish mumkin bo'lgan aniq ma'lumotlar hajmi, uni bevosita hal qilishdagi bosqichlar soni, natijaga erishishga yordam beruvchi ma'lumotlar miqdori, shuningdek, masalani hal qilish uchun sarflangan vaqt miqdori, o'z-o'zining bilimini oshirish qobiliyati, ishchanlik va chiniqqanlik darajasiga bog'liq. O'qituvchining mustaqil bilim egallashi deganda, uning o'z bilimlarini doimiy ravishda kasbiy va umummadaniy axborotlar bilan toldirib, o'zining individual ijtimoiy tajribasini keng miqyosda doimo yangilab borishi tushuniladi. Odatda aksariyat o'qituvchilar mustaqil bilim egallash zarurligini tushungan holda, undan muvaffaqiyatli foydalanadilar. Buning motivlari odatda pedagogik faoliyat jarayonida o'qituvchi oldida yuzaga keladigan muammolarni anglab olish natijasida shakllanadi. Ko'p hollarda bunday motivlar "o'qituvchilarni qanday o'qitib va qanday tarbiyalash kerak?" degan xohish-istaklar tariqasida, fanning oxirgi yutuqlari, o'zining pedagogik mahoratini takomillashtirish ehtiyoji tug'ilishi munosabati bilan shakllana boradi. Shu bilan birga yaqqol ko'zga tashlanib turgan ayrim hollardan ko'z yuma olmaymiz. Masalan, o'qituvchilar ommasining ma'lum qismi mustaqil izlanishda bo'lib, o'z bilim saviyasini oshirish bilan faol shug'ullanmaydi, malakasini oshirishga intilmaydi, ba'zilar muayyan bilimlar sohasida taraqqiyotdan butunlay ortda qolmoqdalar. Bunday o'qituvchilar o'sib kelayotgan yosh avlodning ta'lim va tarbiya taraqqiyotiga jiddiy zarar keltiradilar. Bu muammoni hal etishda asosiy vazifa malaka oshirish tizimi zimmasiga tushadi. Respublikamizda xalq ta'limi xodimlarining malakasini oshirish institutlarining tarmoqlari joriy etilgan, bular Avloniy nomidagi xalq ta'limi xodimlarini qayta tayyorlash va malakasini oshirish Markaziy instituti, Toshkent shahar, viloyatlardagi xalq ta'limi xodimlarining malakasini oshirish institutlaridir. Xalq ta'limidagi bu tizimning asosiy vazifasi doimiy ravishda o'qituvchi kadrlarning malakasini oshirish, o'qituvchi kadrlarni o'zlarining kasbiga xos bilim saviyasini, ko'nikma, malakalarini, ma'naviyat va ma'rifatini, shu bilan bir qatorda iqtisodiy, ekologik va huquqiy ma'lumotini oshirishga da'vat etuvchi ijtimoiy psixologik sohalarni rivojlantirib borishdan iboratdir. O'qituvchining mustaqil bilim egallashi va malakasini oshirish pedagogik faoliyatning samaradorligini oshirishda zaruriy shartlardandir. Shu bilan birga o'qituvchi doimiy ravishda o'z malakasini oshirib, o'z ishining muvaffaqiyatini yuqori darajada ta'minlashga yordam beradigan shaxsiy xislatlarini tarbiyalab borishi zarur. Bu borada hazrati Bahouddin Naqshband "Chaqmoq tosh qo'limizga berilgan, faqat harakat qilish kerak, toki natija hosil bo'lsin" deb ta'kidlaganlar. Bu fikr bilan u ijtimoiy tarbiyaning o'rniga ishora qiladi, to'g'ri tarbiyaning mohiyatini, uning samarasini aniq o'xshatishlar bilan asoslab beradi. Hozirgi zamon ilm-fan taraqqiyotini buyuk allomalar yaratgan bir necha qimmatli asarlarisiz tasavvur qilib bo'lmaydi. Bu nodir asarlar bir necha asrlar ilgari yaratilgan bo'lsa-da, o'z qimmatini yo'qotgan emas.

ADABIYOTLAR TAHLILI VA METODLAR

Tadqiqot jarayonida Kadrlar tayyorlash milliy dasturi, Ta'lim to'g'risida qonun, Sh.Mirziyoev asarlari, mavzuga doir adabiyotlar hamda internet manbalaridan foydalanildi. Maqolani yozish davomida nazariy-deduktiv xulosa chiqarish, analiz va sintez, mantiqiylik tamoyillari qo'llanildi.

MUHOKAMA

Pedagogik faoliyat boshqa faoliyat turlari kabi o'z motivatsiyasi, maqsadi, predmeti, vositalari, usullari, mahsuli va natijasini aks ettiruvchi psixologik mazmunni ifodalaydi. Pedagogik faoliyatning vositalari sifatida ilmiy (nazariy va empirik) bilimlarni ko'rish mumkin. Yordamchi vositalarga esa texnik, kompyuter, grafik vositalarni kiritish mumkin.

O'qituvchi psixologiyasini mustahkamlash-bu nafaqat individual, balki tizimli yondashuvni talab qiladi. Masalan, burnoutni kamaytirish uchun ish sharoitlarini yaxshilash (maoshni oshirish, ma'muriy yukni kamaytirish) bilan birga, ularning shaxsiy resurslarini aktivlashtirish muhim. Xuddi shunday, sinf muhitini yaxshilashda o'quvchilar bilan muloqotni osonlashtiruvchi psixologik jihozlar (o'yinlashtirish, dialogli o'qitish) samarali hisoblanadi. Biroq, buning uchun o'qituvchilarni qayta tayyorlashda psixologik modullarni kiritish va ularga doimiy malaka oshirish imkoniyatlarini yaratish zarur.

Pedagogga qo'yiladigan asosiy, bosh va o'zgarmas talablar bolalarga bo'lgan mehr, pedagogik faoliyat, o'zi ishlaydigan soha bo'yicha maxsus bilim, keng fikrlay olish, pedagogik intuitsiya, yuqori saviyada rivojlangan tafakkurga, chuqur bilimga, madaniyat va yaxshi xulqqa ega bo'lish, bolalarni o'qitish va tarbiyalashning turli uslublaridan mohirona foydalana olishni bilishdan iborat. Yuqorida keltirilgan xislatlarning birortasiz muvaffaqiyat bilan pedagogik ish olib borish mumkin emas. Pedagog uchun qo'shimcha, lekin nisbatan turg'un talablar qatoriga kirishuvchanlik, artistlik, shodon xulq, yaxshi did-farosat va boshqalarni kiritish mumkin. Bu xususiyatlar eng asosiy o'rinda turmasa-da, ammo o'qituvchi faoliyati uchun katta yordam beradi. Bu hamma xossalar tug'ma qobiliyat emas. Ular pedagogning muntazam mehnati, shuningdek, o'z ustida tinmay ishlashi natijasida egallanadi. Bosh va ikkilamchi pedagogik xossalar jamlanib, pedagogning shaxsiyatini aniqlaydi, shu jihatlar kuchi bilan har bir o'qituvchi qaytarilmas va o'ziga xos shaxs sifatida namoyon bo'ladi. Jamiyat tomonidan qo'yiladigan talablardan eng muhimi o'qituvchining shaxsi va uning kasbi bilan bog'liq xislatlariga qaratilgan. Jamiyatning o'qituvchilik kasbiga qo'yadigan asosiy talablari quyidagichadir:

- shaxsni ma'naviy va ma'rifiy tomondan tarbiyalashning, milliy uyg'onish mafkurasining hamda umuminsoniy boyliklarning mohiyatini, bolalarni mustaqillik g'oyalariga sodiqlik ruhida tarbiyalashni bilishi, o'z Vatani, tabiatga va oilasiga bo'lgan muhabbati;

- keng bilim saviyasiga ega bo'lishi, turli bilimlardan xabardor bo'lishi;
- yosh, pedagogik-psixologiya, ijtimoiy psixologiya va pedagogika, yosh fiziologiyasi hamda maktab gigiyenasidan chuqur bilimlarga ega bolishi;
- o'zi dars beradigan fan bo'yicha mustahkam bilimga ega bo'lib, o'z kasbi, sohasida jahon fanida erishilgan yangi yutuq va kamchiliklardan xabardor bo'lishi;
- ta'lim va tarbiya metodikasini egallashi;
- o'z ishiga ijodiy yondashishi;
- bola psixik taraqqiyotini, uning ichki dunyosini tushuna olishi;
- pedagogik texnikani (mantiq, nutq, ta'limning ifodali vositalari) va pedagogik taktga ega bo'lishi;
- o'qituvchining o'z bilim va pedagogik mahoratini doimiy ravishda oshirib borishi.

Har bir o'qituvchi ana shu talablarga eng yuqori darajada mos keladigan bo'lishga intilishi kerak. O'qituvchiga jamiyat tomonidan qo'yiladigan talablar, turli xildagi ijtimoiy kutishlar, pedagogning individualligi, uning shu tariqa talablarga javob berishga subyektiv tayyorligi muayyan o'qituvchining pedagogik faoliyatga naqadar tayyorligidan dalolat beradi. Jamiyatning muayyan tarixiy davrida, belgilangan vaqt va belgilangan ish joyiga xos bo'lgan pedagogning asosiy va ikkinchi darajali o'zgaruvchan xususiyatlari haqidagi masalani hal qilish birmuncha murakkabdir. Jamiyatda ro'y berayotgan yangi shart-sharoitlar, ta'lim va tarbiya sohasida yangi maqsad va vazifalarni qo'yadi. Ular o'z navbatida o'qituvchi va tarbiyachi shaxsiga qo'yiladigan talablarni belgilab beradi. Bu talablarni o'z vaqtida va aniqroq aniqlash uchun quyidagilarni bajarish lozim:

O'qituvchini hozirgi zamon talabiga javob beradigan, erkin fikrlovchi shaxs sifatida shakllantirish uchun pedagogning o'zi mustaqil fikrlovchi, yuqori saviyadagi bilimli, dunyoqarashi keng bo'lmog'i va bu xususiyatlarni muntazam rivojlantirib bormog'i lozim. Ota-onalar o'qituvchining ish staji va yoshi qanday bo'lishidan qat'i nazar undan farzandlarini tarbiyalash va o'qitish mahoratini kutadilar. O'qituvchilar esa o'qituvchilarni uch xil xislatlari bo'yicha xarakterlab beradilar. Jumladan, birinchidan, o'qituvchining odamgarchiligi, adolatliligi, sof vijdonliligi, bolalarni yaxshi ko'rish xislatlari; ikkinchidan, o'qituvchining sezgirligi, talabchanligi bilan bog'liq tashqi xislatlari va xulq-atvoriga qarab; uchinchidan, o'qituvchining o'z fanini bilishi, uni tushuntira olishi kabi ta'lim jarayoni bilan bog'liq xislatlariga qarab xarakterlab beradilar. Shuni ta'kidlab o'tish kerakki, tarbiya jarayonining samaradorligini oshirishga qo'yiladigan talablar bilan birga, o'qituvchi shaxsi va uning faoliyatiga nisbatan qo'yiladigan ijtimoiy talablar ham o'sib bormoqda. O'qituvchiga jamiyat tomonidan qo'yiladigan talablar, turli xilda ijtimoiy kutishlar, pedagogning individualligi, uning shu tariqa talablarga javob berishga subyektiv tayyorligi muayyan o'qituvchining pedagogik faoliyatga naqadar tayyorligidan dalolat beradi.

XULOSA.

Shunday qilib, xulosa o'rnida ta'kidlash joizki, pedagoglarning pedagogik mahoratida shaxsiy faoliyat tizimini ishlab chiqish muhimdir. Hayot - kashfiyotlar olami. Tajriba, uslub, fikrlar rang-barang. U samarali mehnat natijasida isbot va dalillar orqali talabalar qalbiga ko'chadi. Ularning tuyg'ulariga ta'sir ko'rsatadi. O'quvchilar, talabalar muallimning faxri, kelajagidir. Shu bois ularning niyati o'quvchilarni, talabalarni mustaqil yurt quruvchilari, muhandislari, ilmu ma'rifat fidoyilari safida ko'rishdir. Har bir pedagogning o'z faoliyat tizimini ishlab chiqishi va unga qat'iy amal qilishi uning ta'lim sohasidagi muvaffaqiyatlarining muhim omillaridan biridir. Pedagog bir xil metodlarda dars o'tish bilan cheklanib qolmasligi lozim. Aksincha, u o'qitish metodlarini takomillashtirish ustida tinimsiz ishlashi zarur. Xalqimizning kelajagi mustaqil O'zbekistonning istiqboli ko'p jihatdan pedagogga, uning saviyasiga, yosh avlodni o'qitish va tarbiyalashishiga bo'lgan munosabatiga bog'liq.

O'qituvchilarning psixologik salomatligi-ta'lim taraqqiyotining asosiy shartlaridan biridir. Tadqiqot shuni ko'rsatdiki, muammolarni bartaraf etish uchun quyidagi choralar samarali bo'lishi mumkin:

- O'qituvchilar uchun psixologik xizmatlar markazlari tarmog'ini yaratish;
- Pedagogik universitetlarda psixologik tayyorgarlik dasturlarini kuchaytirish;
- Ish haqi va ijtimoiy statusni ko'tarish orqali motivatsiyani oshirish.
- Kelajakda o'qituvchilarning psixologik qobiliyatlarini baholashning mezonlarini ishlab chiqish va ularni ta'lim siyosatiga integratsiyalash tirishqoq tadqiqotlar talab etiladi.

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Annotasiya: Maqolada boshqaruvchilik qobiliyati, tashkilotchilik qobiliyati, rahbarga xos xususiyatlar, adolatli rahbarga xos xususiyatlar, rahbar va liderning farqlari haqida fikr boradi, strategik fikrlash, qaror qabul qilish qobiliyati, jamoani boshqarish kommunikativ qobiliyat, muommolarni hal qilish qobiliyati moslashuvchanlik va kreativlik, tashkiliy qobiliyati. Samarali rahbarning mas'uliyatligi, ishoniligi va halolligi. Adolatli rahbarga xos xususiyatlar, tashabbuskor rahbar, intizomli rahbar va boshqalarni ilhomlantirish qobiliyatiga ega bo'lgan rahbar haqida fikr boradi.

Kalit so'zlar: motivatsiya, psixologiya, moslashuvchanlik, kommunikativ, tashabbuskorlik, lider, strategik, kreativlik, qobiliyat, tashabbuskor

KIRISH:

Prezidentimiz Shavkat Mirziyoyev rahbarlik va boshqaruv masalalarida bir qator muhim fikrlarni bildirgan. U rahbarlarning siyosiy maqomi va mas'uliyatini oshirish, aholi muommolarini hal qilish uchun ularga yetarli vakolat va mablag' berish zarurligini ta'kidlagan. Shuningdek, Prezident islohotlarni amalga oshirishda jamiyat bilan hamkorlik qilish muhimligini qayd etgan: "Hamma islohotlarni, hamma harakatlarni jamiyat bilan birga qilamiz".

U shuningdek, haqiqiy ahvolni ochiq-oydin gapirgan odam bizga do'st deb bilishni aytgan: "Haqiqiy ahvolni gapirgan odam bizga do'st"

Prezidentimiz rahbarlarag shunday fikrlar bilan ham yuzlanadi. "Ish yuzasidan talabchanlik qilish boshqa odamlarning shaxsiyatiga tegish butunlay boshqa narsa. Odamlar ish yuzasidan sizga bo'ysinishi mumkin, boshqa har qanday masalada siz bilan teppa-teng huquqqa ega ekanini aslo esdan chiqarmang. Barchamiz yaxshi bilamiz, xalqimiz oriyatli, nomusli xalq. Xalqimiz barcha narsaga chidashi mumkin, lekin takror-takror aytaman, adolatsizlikka va nohaqlikka chiday olmaydi. Haqiqiy rahbar, haqiqiy yetakchi odamlarni bardoshini sinash uchun emas, balki ularga munosib shart-sharoit yaratib berish, og'irini yengil qilish uchun rahbar etin tayinalanadi.

ADABIYOTLAR TAHLILI VA METODLARI

Hozirgi kunda ko'pgina insonlar o'z kasbiy faoliyatlarini hayotiy muvaffaqiyatga erishish uchun shaxsiy shakllanishning asosi deb tushunib, psixologik qo'llab-quvvatlanishga ehtiyojlari mavjudligini tan olmoqdalar. O'z kasbininig bilimdoni bo'lish uchun nafaqat texnik fanlarni, balki shaxslarning ruhiy holati va kechinmalarini ham yaxshi bilish kerak bo'ladi. Bu esa har bir xodimdan psixologiya ilmining sir-asrorlaridan xabardor bo'lish va shu asosda qonuniy xatti-harakatlarni amalga oshirishni taqoza qiladi. Har qanday inson kundalik hayotida odamlar bilan uchrashib, muloqotga kirishar ekan, u o'zining bosiq va qiziqqon, beparvo yoki qiziquvchan, mehribon yoki bag'ritosh, jahldor yoki bosiq va hokozolardan iborat ichki va tashqi ruhiy olamini namoyon qiladi. Bu ruhiy holatlar ongli va ongsiz tarzda namoyon bo'ladi. Ana shu holatlarning barchasi insonning psixikasini tahskil qiladi. Inson psixikasi moddiy va ma'naviy borliqdagi narsa va hodisalarni jonli aks etuvchi murakkab jarayon bo'lib u uzoq davom etgan fizsiologik rivoji uyg'unligining mahsuli hisoblanadi.

Rahbar o'z guruhida eng katta vakolat va e'tirofga ega bo'lgan, boshqa insonlarga rahbarlik qila oladigan shaxs sanaladi. Rahbar tayinlanmaydi, u shaxsiy fazilatlarini tufayli o'z nomzodini qo'yadi.

XX asr boshida amerikalik sotsiolog E.Bogardus rahbarda bo'lishi kerak bo'lgan fazilatlarini sanab o'tdi: hazil tuyg'usi, muloyimlik, oldindan ko'rish qobiliyati, diqqatni jalb qilish qobiliyati, odamlarni rozi qilish qobiliyati, mas'iliyatni o'z zimmasiga olishga tayyorlik va boshqalar.

Rahbarlik qobiliyati- bu tashkilot yoki tizimning belgilangan maqsad va vazifalarni amalga oshirishda jarayonlarni samarali nazorat qilish va boshqarish imkoniyatidir. Bu tushuncha, ayniqsa, ta'lim muassasalari uchun muhim ahamiyatga ega bo'lib, ularning muvaffaqiyati rahbariyatning boshqaruv qobiliyati va tizimning boshqaruvchanligiga bog'liq. Samarali boshqaruvchanlik qobiliyatiga ega bo'lish uchun rahbarlarda quyidagi sifatlar rivojlangan bo'lishi lozim.

Kommunikativlik: Rahbar boshqalarni tinglay olish, va ularni dardini aks eta olish va o'z fikrini aniq yetkaza olish qobiliyatiga ega bo'lish kerak.

Zamonaviy rahbar imiji va unga xos bo'lgan ijtimoiy siyosiy portretlar xususida so'z yuritilganda shaxsning iqtidorlari e'tiborga olinadi. Ta'lim tashkiloti rahbari boshqaruv jarayonini jamiyatdagi ijtimoiy-siyosiy vaziyatlar bilan moslashtirishi kasbiy faoliyat mazmunini oshiradi. Boshqaruv tizimiga mutaxassislarni tanlash hamda ularni saralashda e'tiqotlarni ustuvor deb baholansa hamda mazkur mezonga e'tibor qaratilsa, maqsadga muvofiq bo'ladi. Demak, zamon talabi asosida liderning ijtimoiy-siyosiy sohadagi boshqaruv qobiliyati dolzarb hisoblanadi. Respublikamizning bugungi kundagi rivojlanish bosqichi, ta'lim tizimini jahon hamjamiyatdagi o'rni va mavqiyeye

oshayotgan davrda lider nafaqat tashkilotni yuqori yetaklovchi shaxs, balki davlat siyosatini pedagogic jamoa ongiga yetkazuvchi ijtimoiy faol fuqarodir.

Minglab shaxs sifatleri ichida ko'plari rahbarlik uchun qulay va ma'quldir. A.V.Petroviskiy ana shunday ijobiy sifatlardan bir yarim mingini sanab chiqqan. Lekin ularning barchasini umumlashtiradigan, albatta bo'lishi lozim bo'lgan ayrim sifat, qobiliyatlar borki, ular haqida qisqacha to'xtalib o'tmoq lozim. Avvalo har qanday rahbarda intellect-aql zakovatning ma'lum noormasi bo'lishi kerak. Bu norma yaxshi rahbar uchun o'rtadan yuqori bo'lmog'i maqsadga muvofiqdir, chunki geniy darajasidagi intellektga ega bo'lgan rahbar bilan ishlash xodimlar uchun qator noqulayliklarni keltirib chiqarishini, bunday aql-zakovat qolganlarning ijobiy rivojlanishiga psixologik to'siq bo'lishini amaliyot va hayot ko'rsatdi. Rahbardagi o'rtadan yuqori intellektni qoplab ketadigan yana boshqa muhim sifatlari borki, ular boshqarish ishining samarasiga ijobiy ta'sir ko'rsatadi.

Masalan, rahbarning mustaqil fikrlilik, topqirlik, tashabbuskorlik sifatleri. Chunki, ayrim hollarda xato qilsa ham, rahbar original fikrlar aytib, yo'l-yo'riqlar ko'rsata olishi, har bir aytilgan fikr, qilingan ishga mustaqil baho bera olishi zarur chunki, mustaqillik shaxs qiyofasini belgilovchi muhim psixologik xususiyatdir.

NATIJALAR

Rahbar mustaqil bo'lsa, unda o'ziga ishonch ham bo'ladi, bu esa o'z navbatida rahbardagi subektiv talablar darajasining yuqori bo'lishiga olib keladi. Ko'pincha, rahbarning boshqalarga talabchanligi haqida gapiriladi., lekin yaxshi rahbar avvalo o'z-o'ziga nisbatan talabchan bo'lishi kerak. O'z-o'zini baholash va shu asosda boshqalarga nisbatan munosabatlar tizimini ishlab chiqishi muhim bir omildir.

Har qanday rahbar uchun universal, kerak bo'lgan hislatlarni yana biri tom ma'noda ziyoli bo'lishi yoki, boshqacha qilib aytganda, madaniyatli bo'lishdir. Boshliq o'zidagi madaniyatni avvalo muomilada, odamlar bilan bo'ladigan kundalik muloqotlarda namoyon etmog'i kerak lozim. Muomila madaniyati- bu o'rinli, aniq, qisqa samimiy gapirish san'ati va ikkinchi tomondan suhbatdoshni tanlash qobiliyatidir. Chunki, boshliq bilan xodimlar o'rtasida kelib chiqadigan shaxsiy ziddiyatlarning asosida yo tinglay olmaslik yoki gapni to'g'ri gapira olmaslik yotadi. O'zganing o'rniga tura olish, uning his kechinmalariga sherik bo'lish, impatiya hissining borligi dialoglarda sabr-toqatlilik va boshqalar muloqot madaniyatining muhim tomonlaridir.

Yuqorida aytib o'tilgan rahbarlik sifatleri ichida eng muhimi, tabbiyki, psixologik mahoratni talab etgani odamlar bilan ishlash mahoratidir. Jamoa a'zolari bilan samarali ishlash uchun esa boshliq ularning psixologiyasini yaxshi bilishi zarur, chunki o'zgalar bilish ular ustidan hukmronlikning yagona yo'lidir. Ijtimoiy psixologiyaning bu borada ham yaxshi vositasi ijtimoiy psixologik trening uslubi borki, uning yordamida odamlar

bilan ishlovchilar jamoani boshqarishning turli usullariga muvaffaqiyatli tarzda tayyorlanmoqdalar.

Rahbarlik uslublari rahbarga xos bo'lgan boshqaruv muommolarini hal qilish usullari yo'llari to'plamidir, ya'ni u rahbarlikning doimiy ravishda qo'llaniladigan usullar tizimidir. Asosan rahbarlik uslublari 3-guruhga bo'linadi.

Avtoritar(direktiv)- Jamoani boshqarish usullariga asoslanadi. Vakolatlar bitta rahbarning qo'lida to'plangan, qarorlar individual ravishda qabul qilinadi. Haddan tashqari tashabbus g'oyib bo'ladi, ish tartibi qattiq va nazorat darajasi juda yuqori. Hamma narsa aniq maqsadga erishishga qaratilgan. Bunday yetakchilik uslubiga ega bo'lgan tashkilotlar ma'lumotlarning maxfiylikiga katta e'tibor berishadi. Boshliqlar uchun mutlaqo qabul qilinishi mumkin emas, qo'l ostidagilar bilan aloqa qilish juda qattiq bo'lishi mumkin. Jazolar va sanksiyalar darhol kelad, norozilar darhol ishdan bo'shatiladi.

Demokratik- Demokratik rahbarlik uslubi (boshqa ma'noda u kollegial deb ataladi) nafaqat xodimlar boshqalarning ijtimoiy-psixologik va iqtisodiy usullaridan foydalanish. Ushbu ish uslubida hamkorlikda qaror qabul qilish qo'llaniladi. Xodimlar ustidan nazorat unchalik qattiq emas, hokimiyat tanqidiga toqatli munosabatda. Xodimlar o'rtasidagi aloqa tog'ri va nozik, tashkilot ichidagi ma'lumotlar mavjud.

Liberal- K.Levin o'zining yetakchilik uslublari nazariyasida bunday biznes xatti-harakatlarini anarxiya deb ataydi. Bu ma'muriy jarayonning yo'naltiruvchi ta'siri bo'lmagan va uning barcha ishtirokchilari deyarli mutlaq erkinlikka ega bo'lgan holat. Bu texnika nafaqat foyda keltirmaydi, balki zararlidir va shuning uchun aksariyat hollarda. Ammo ma'lum sharoitlarda hatto liberal rahbarlik uslubi ham samarali bo'lishi mumkin. Agar tashkilot yetarlicha yuqori malakali va ayni paytda intizomli ishchilarga ega bo'lsa, zaif ifodalangan kuchga toqat qilish mumkin. Bu masalan, qandaydir ilmiy yoki ijodiy laboratoriyalar bo'lishi mumkin.

MUHOKAMA

Har qanday rahbar keng va chuqur fikrlay olishi bilan birga, chqqon va uddaburon, harakatchan va shijoatli bo'lishi ham kerak. Shuning uchun rahbarlik faoliyatini tafakkur va harakat birligi deb atadik. Fikrlash va harakat bir paytning o'zida ro'y beradi, boshqaruv o'zi o'ylashi, o'zi mantiqiy xulosaga kelishi va ularni amalda oshirishga kirishi kerak. Avvalo, rahbar o'zi boshqaruv qilayotgan tizim, tuzilma haqida yetarlicha dunyoqarash bilim, tajriba va ko'nikmaga ega bo'lishi shart. O'z navbatida intilivchan hamda har tomonlama o'tkir zehnlilik bo'lishi zarur.

Rahbarning professional rivojlanishida shunday obyekt va subyektiv omillar mavjudki, ular shaxsning boshqaruv sohasida ulg'ayishiga to'siqinlik qilib, shu bilan birga uning professional jihatdan o'zini yana bir bor namoyon etishiga, kasb sohasi bilan o'zining mutanosibligini aniqlashtirishga asos bo'ladi. Har qanday professional inqiroz-

shaxsning kasb bilan identifikatsiyalashuvi borasidagi ziddiyat bo'lib, bunda insonning kasb sohasida o'zini yangitdan ifodalash zaruriyati uning avvalgi identifikatsiyasini saqlab qolish niyati bilan ziddiyatga boradi.

Tabiiyki, har qanday harakat, faoliyat doim ham o'ylaganidek bir tekisda davom etmaydi. Ayniqsa ishga, shaxsiy va jamoaviy professionalism rivojiga salbiy ta'sir ko'rsatadigan holatlar rahbarlik faoliyatida ko'p uchraydi. Ularning sog'ligiga jiddiy ta'sir ko'rsatish darajasida bo'lishi ancha ayanchli. Bunday holatlarga duch kelmaslik uchun boshqaruv jarayonini strategik yo'lga qo'yish juda muhimdir. Sababi kichik xato ham ulkan oqibatlariga olib kelishi mumkin. Aytib o'tilganidek asosiy javobgar rahbar bo'ladi. Shuning uchun bunday holatlarda ko'p jabr rahbar rahbarlar zimmasiga qoladi.

Rahbar maslahatlarini berish-rivojlanish strategiyasini o'zgartirishga qo'shimcha o'sish manbalarini topishda murakkab muommolarni yechish uchun rahbarlarga mutaxassis yordamidir. Bu bilan o'z-o'zini tashkil etish va rivojlantirish mexanizmini yuritadi. Maslahatchi-ijtimoiy menejer, umumijtimoiy va umuminsoniy ne'matlar tashuvchi, jamiyat hayotining turli jabhalariga yaxshi moslashadi.

XULOSA

Rahbarlik bu nafaqat boshqaruv, balki jamoani rivojlantirish va ilhomlantirish san'atidir. Samarali rahbarlik uchun strategik fikrlash, tezkor qaror qabul qililish, jamoani boshqarish, muommolarni hal qilish, kommunikativ va tashkiliy qobiliyatlar muhim hisoblanadi. Shu bilan birga, ishonchlik, mas'uliyat, ado;at, tashabbuskorlik va intizomlilik kabi shaxsiy sifatlar har qanday rhabrning muvaffaqiyatida katta rol o'ynaydi.

Zamonaviy rahbar o'z bilim va ko'nikmalarini doimiy rivojlantirib borishi moslashuvchan va innovatsion bo'lishi kerak. Faqat shunda u o'z jamoasi bilan yuqori natijalarga erisha oladi.

Boshqacha qilib aytganda samarali rahbarning eng muhim sifatlaridan biri-analitik fikrlash qobiliyati bo'lib, bu rahbarning tezkor va oqilona qarorlar qabul qilishiga yordam beradi. Har qanday murakkab muommolarni tahlil qilish, imkoniyatlarini baholash va eng maqbul yechimni toppish rahbarlikning muhim jihatlaridan biridir. Shu bilan birga, rahbar o'z jamoasi uchun mas'uliyatni his qilishi, xatolarni tan olib, ularni tuzatish yo'llarini izlab topishi kerak. Bundan tashqari, samarali rahbarning kommunikativ qobiliyatlari ham muhim o'rin tutadi. Jamoa bilan ochiq va samimiy muloqot olib borish, har bir xodimning fikrini tinglash va ularga qo'llab-quvvatlash berish rahbarning hurmat va ishonch qozonishga yordam beradi. Ayniqsa, bugungi kunda globalizatsiya va texnologik tarqqiyot sharoitida psixologik barqarorlik va moslashuvchanlik rahbarlik sifatlarining ajralmas qismi hisoblanadi. Stressli vaziyatlarni boshqarish, inqiroz sharoitida muvozanatni saqlash va doimiy o'zgarishlarga moslasha olish bugungi rahbar uchun zarur bo'lgan ko'nikmalardir.

Xulosa qilib aytganda, muvaffaqiyatli rahbar bo'lish uchun shaxsda yetakchilik qobiliyatlari, strategic fikrlash, samarali boshqaruv uslublari, yaxshi muloqot ko'nikmalari va yuqori darajadagi mas'uliyat hissi bo'lishi lozim. Zamonaviy jamiyatda rahbarlik nafaqat bilim va tajribaga, balki insoniy fazilatlar va motivatsion kuchga ham bog'liq. Shuning uchun rahbarlik qobiliyatlarini doimiy ravishda rivojlantirish va yangi sharoitlarga moslashish bugungi rahbarlar uchun muhim vazifalardan biridir.

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**BUGUNGI KUNDAGI MEHNAT PSIXOLOGIYASI VA HAQIDA
TUSHUNCHA.**

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Аннотация: Значение психологии труда в современной трудовой среде возрастает. В данной статье изучаются основные проблемы психологии труда - профессиональный стресс, снижение мотивации сотрудников, эффективность стилей руководства, отсутствие психологической безопасности - и современные пути их решения (например, гибкий график работы, мотивационные программы, оптимизация организационной культуры). В исследовании использовался анализ 40 международных научных статей, опубликованных в 2018-2023 годах, результаты опроса, проведенного с участием 300 сотрудников в Узбекистане и странах СНГ, а также анализ состояния корпоративных практик. Результаты показывают сильную корреляцию между психологическим благополучием работников и производительностью. В заключение была подчеркнута необходимость создания в организациях центров психологической помощи, повышения квалификации руководителей и гуманизации условий труда.

Ключевые слова: психология труда, профессиональный стресс, мотивация сотрудников, организационная культура, психологическая безопасность, стили руководства, производительность труда.

Abstract: The importance of work psychology in the modern working environment is increasing. In this article, the main problems of labor psychology - professional stress, decrease in employee motivation, effectiveness of leadership styles, lack of psychological safety - and modern solutions to them (for example, flexible work order, motivational programs, optimization of organizational culture) are studied. The research used the analysis of 40 international scientific articles published in 2018-2023, the results of a survey conducted with the participation of 300 employees in Uzbekistan and the CIS countries, as well as the analysis of the state of corporate practices. The results show a strong correlation between workers' psychological well-being and productivity. In conclusion, the need to create psychological service centers in organizations, improve the qualifications of leaders and humanize working conditions was emphasized.

Key words: work psychology, professional stress, employee motivation, organizational culture, psychological safety, leadership styles, labor productivity.

Kirish.

Mehnat psixologiyasi-bu xodimlarning psixologik holati, ularning motivatsiyasi va tashkiliy muhit o'rtasidagi o'zaro ta'sirni o'rganuvchi fan sohasi. 21-asrda raqamlashtirish, global raqobat va pandemiyalar kabi omillar mehnat sharoitlarini keskin o'zgartirib, yangi psixologik muammolarni keltirib chiqardi. Masalan, masofaviy ish tartibi stressni kamaytirish imkoniyatlarini yaratgan bo'lsa-da, ijtimoiy izolyatsiya va ishtenglik muvozanatining buzilishi kabi salbiy oqibatlarga ham olib keldi. O'zbekistonda esa, iqtisodiy islohotlar davrida mehnat bozoridagi o'zgarishlar, yuqori ishsizlik darajasi va malakali kadrlar etishmovchiligi xodimlarning psixologik holatiga jiddiy ta'sir ko'rsatmoqda.

Tadqiqotning maqsadi-mehnat psixologiyasi sohasidagi dolzarb muammolarni aniqlash va ularni bartaraf etish uchun ilmiy asoslangan tavsiyalar ishlab chiqishdir. Ayniqsa, O'rta Osiyo mintaqasi kontekstida ushbu sohaga oid tadqiqotlar yetarli emasligi maqolaning amaliy ahamiyatini oshiradi.

ADABIYOTLAR TAHLILI VA METODLAR

Mehnat faoliyatining psixologik mohiyati insonga uning kasbi taqozo qiladigan psixik xususiyat, holat va jarayonlarga qo'yiladigan talablardan iborat bo'ladi. Ishlab chiqarish faoliyatining har xil turlari (kasblar va ixtisosliklar) uni muvaffaqiyatli amalga oshirish uchun inson shaxsining turli-tuman xususiyatlari: uning maqsadga yo'naltirilganligi, tajriba, xarakter, qobiliyat, psixik holatlar, diqqat-e'tibor, tafakkur, xotira, fikrlash, emotsionallik, iroda kuchi va psixomotorikani talab qiladi - bular mazkur faoliyatga nisbatan qobiliyatlilikni belgilaydi. Mehnat psixologiyasining predmeti - mehnat faoliyatida inson ruhiyatining shakllanish qonuniyatlari va o'ziga xos xususiyatlarining namoyon bo'lishi hamda kasbiy saralash, kasbiy maslahat va mehnat ekspertizasi masalalaridir. Ye.A.Klimov ta'rifi bilan aytganda, "mehnat psixologiyasining fan sifatidagi o'zagi: bu mehnat sub'yekti sifatida insonning xatti-harakati va shakllanishiga doir amaliy masalalarni ilmiy asoslangan holda hal etish shart-sharoitlarini, yollari va usullarini o'rganuvchi psixologiya sohasidir". Shu bilan birga mehnat psixologiyasi fanining sub'yekti deb — inson ko'rsatilgan. Mehnat psixologiyasining tadqiqot ob'yekti sifatida ishlab chiqarish va mehnatda shaxs faoliyatining psixologik xususiyatlari, uning ishdan bo'sh vaqti, hordiq olishining ishlab chiqarishga ta'siri va mehnatni ilmiy asosda tashkil etishning psixologik jihatlari o'rganiladi. Mehnat unumdorligini oshirish uchun ishchiga ijtimoiy shartsharoitlar yaratish, jismoniy xavfsizligini ta'minlash, jismoniy hamda emotsional zo'riqlashlarning oldini olish yoki bartaraf etish uchun ketgan sarflar miqdorini kamaytirish zarirdir. Mehnat psixologiyasining maqsadi mehnatkashlar uchun aqliy va jismoniy faoliyat jarayonida aynan psixologik iliq muhitni yaratishdan iboratdir.

Mehnat psixologiyasi turli mehnat faoliyatlarining o'ziga xosligini ijtimoiy-tarixiy va aniq ishlab chiqarish sharoiti, mehnat quroli, mehnat ta'limi metodlari hamda

shaxsning psixologik sifatiga ko'ra o'rganuvchi psixologiya fanining bir sohasidir. Mehnat psixologiyasining barcha faoliyat turlariga taalluqli bo'lgan bir qancha umumiy vazifalar, umumiy muammolari hamda professional mehnatning alohida turlariga taalluqli bir qancha juziy muammolari ham mavjud. Mehnat psixologiyasining umumiy muammolari

- mehnat faoliyati nuqtai nazaridan qaraladigan va hal qilinadigan muammolar bo'lib, ulan
- mehnat jarayonida ayrim psixik funktsiyalarning namoyon bo'lish xususiyatlari;
- mehnatga nisbatan u yoki bu munosabatning ahamiyati;
- ishda onglikning rolini oshirish;
- ishchi va xodimlarda kashiy sifatlatr qanday hosil qilinishini o'rganish;
- maktabdan tashqari, bevosita ishlab chiqarishning o'zida amalga oshirilayotgan mehnat va kasbiy ta'lim hamda tarbiyaning psixologik asoslari haqidagi masalalarni ishlab chiqish;
- texnikani takomillashtirish va undan foydalanish negizida kishilarning mehnat unumdorligini oshirish masalalarini hal etish;
- kasbiy layoqat va kasbiy mahorat, shuningdek, bu layoqatlarni ta'lim jarayonida va ishlab chiqarishda shakllantirish masalalarini ishlab chiqish;
- mehnat ko'nikma va malakalari hosil qilishning ratsional usullarining psixologik asoslarini qidirib topish;
- professional yo'l-yo'riqlar ko'rsatish;
- profkonsultatsiya-kasbiy maslahat berish;
- korxonalarda professional kadrlarni tanlash masalalarini psixologik jihatdan asoslash;
- mehnat sifati
- unumdorligini oshirish;
- ishchi yoki xodimning psixik holati mehnat unumdorligiga qanday ta'sir ko'rsatishini aniqlash;
- mehnat xavfsizligini ta'minlash;
- ishchining muayyan holatini keltirib chiqaruvchi sabablarni, sharoitlarni, me'yordan chiqishning o'rni va vaqtini aniqlash;
- professional toliqishning oldini olish;
- mehnat ritmi va dam olish masalalarini o'rganish;
- mashinalarning konstruktiv xususiyatlari, ish joyi va uning psixologik talablarga mos kelishi kabi masalalarni o'rganish;
- mehnat unumdorligini oshirishda ayrim psixik funktsiyalar sifatining, xususan, his-tuyg'ular, inson irodaviy sifatlarining ahamiyatini o'rganishga aloqador masalalardan iborat. Mehnat psixologiyasining juz'iy vazifalariga, avvalo, shaxsning muayyan ixtisos sohasidagi ishning muvaffaqiyatli bajarilishini ta'minlovchi, har bir kasbni xarakterlab beruvchi psixik sifatlarni o'rganish kiradi. Ayrim kasblarni, masalan, (chilangar, payvandchi, haydovchi, uchuvchi, po'lat erituvchi, ip yigiruvchi, tikuvchi kabilar) psixologik jihatdan bunday xarakterlash professiogramma deb ataladi

Mehnat psixologiyasining asosiy tarm oqlari Mehnat psixologiyasi odamning mehnat faoliyati bilan bog'liq ko'plab vazifalar yechimini topadigan psixologik bilimlar sohasidir. Mazkur vazifalar majmui mehnat psixologiyasiga oid bilimlarning ixtisoslashuvini, shunga muvofiq tarkibiy qismlarini ajratishni taqozo etadi.

1. An'anaviy mehnat psixologiyasi- mehnat haqidagi bilimlar tarixi, mehnat psixologiyasining nazariy-metodologik asoslari, mehnat va aniq kasbiy faoliyatning psixologik xususiyatlari, kasbiy muhim sifatlarni ajratish, odamning mehnatda rivojlanishi, professional (kasbiy) inqiroz va shaxsning mehnatdagi destruktiviyasi (ishdan chiqishi), mehnatning psixofiziologik asoslari va boshqa masalalarni o'rganadi.

2. Muhandislik psixologiyasi - inson va texnika o'rtasidagi axborotli o'zaro ta'sir jarayoni qonuniyatlarini, "odam-mashina" tizimini ishga tushirish, yaratish, loyihalash va amaliyotga tadbqiq etish maqsadida o'rganadi.

3. Boshqaruv psixologiyasi (tashkiliy psixologiya)- tashkiliy sharoitlarda xodimlar o'rtasidagi ierarxik (pog'onama-pog'ona) o'zaro munosabatlarni optimallashtirish orqali mehnat samaradorligini oshirish, mehnat jamoasida har bir xodim shaxsining rivojlanishi bilan bog'liq muammolarni o'rganadi.

4. Kasbga yo'naltirish – o'z ichiga kasbiy axborot, kasbiy reklama, kasbiy maorif, kasbiy tashhis, kasbiy saralash, kasbiy tanlash, kasbni muqarrar tanlashga (qaror qabul qilish]ga ko'maklashish, mijozlarni axloqiy-hissiy qo'llab-quvvatlash va boshqa masalalarni oladi.

5. Kasbiy ta'lim-mehnat sub'yektining kasbiy o'zini-o'zi rivojlantirish, kasb egasi (mutaxassis) shaxsining maqsadga muvofiq shakllanishi, mehnatda va kasbiy faoliyatda o'zligini anglashga yo'naltirilgan o'quv faoliyati. Mehnat psixologiyasi tarmoqlarining o'zaro aloqasi natijasida tashkil topgan qo'shimcha qismlari ham mavjud bo'lib, ular: mehnat psixofiziologiyasi; mehnat psixogigienasi; mehnat reabilitatsiyasining psixologik (psixofiziologik) jihatlari; nogironlarni kasbga yo'naltirish, kosmik psixologiya; yuridik faoliyat psixologiyasi, menejment psixologiyasi, marketing psixologiyasi va boshqalar

TADQIQOT NATIJALARI

Mehnat psixologiyasiga oid tadqiqotlarning muvaffaqiyati ko'p jihatdan metodlik apparatning rivojlanish darajasiga bog'liqdir. Tadqiqotning aniq metodlarini ishlab chiqishda fanning nazariy tomonlarini aks ettiruvchi metodologiyaga asoslaniladi. Har qanday tadqiqot metodi ob'yekt, usullarni tanlashda va olingan ma'lumotlarni tahlil qilishda muayyan nazariyaga asoslanadi. Metodologik tahlil nuqtai-nazaridan uchta darajani farqlash mumkin:

1. umumiy metodologiya- borliqni bilishning umumiy falsafiy yondashuv usuli;
2. maxsus metodologiya- mazkur bilimlar sohasida qo'llaniladigan metodologik tamoyillar yig'indisi;

3. tadqiqot amaliyoti bilan bog'liq aniq metod, metodikava o'tkazish tartibi. Mehnat psixologiyasining metodlari psixologiyaning boshqa sohalarida ishlatiladigan tadqiqot metodlari bilan umumiy psixologik kelib chiqishga ega bo'lib, qandaydir alohidalikka ega emas. Mehnat psixologiyasining kasb psixologiyasi, tadbirkorlik

psixologiyasi, yosh davrlari va pedagogik psixologiya fanlariga yaqinligi, shakllanib bo'lgan metodlarning o'zlashtirilishiga sabab bo'ldi. Aniq bir tadqiqotda metodlarni ishlatilishi tadqiqot metodikalarini yaratilishiga olib keladi. Metodikalar faqatgina aniq bir tadqiqotning mantiqida mavjud bo'ladi. Ular tadqiqotning maqsadi, predmeti va ob'yekti bilan aniqlanadi. Psixologiya faniga doir tadqiqot metodlarining tizimi rus psixologi B.G.Anan'yev tomonidan izchil va har tom onlam a o'rganilgan. S.L.Rubinshteyn va G.D.Pirovlar tomonidan taklif etilgan psixologiya metodlarini tahlil qilib, B.G.Anan'yev tadqiqot metodlari bo'yicha o'zining amaliy tasnifini taklif etdi. Yuqorida aytib o'tilgan metodlar orqali yig'ilgan ma'lumotlarni sharhlash va tavsiyalar berish bosqichida, sinalluvchining kasbi bo'yicha psixografiya, psixologik profillarni tuzish, sinflarga ajratish - tasnifi kabi metodlarga tayaniladi. Mehnat psixologiyasining va uning qonuniyatlarini ochib berishga yordam beruvchi o'ziga xos metodlari bor. Ular mehnatkashlar jamoasi va alohida ishchining o'ziga xos xususiyatlarini, ularga ta'sir qiluvchi sub'yektiv va ob'yektiv omillarni kompleks tarzda o'rganish imkonini beradi. Ularni o'z vaqtida va profes-sional tarzda qo'llay bilish va olingan natijalardan to'g'ri xulosalar chiqara olish muhimdir.

MUHOKAMA.

Natijalar shuni ko'rsatadiki, mehnat unumdorligi va psixologik farovonlik o'rtasidagi bog'liqlikni quyidagi omillar tushuntiradi:

Moslashuvchan ish tartibi: xodimlarga ish-tenglik muvozanatini saqlash imkoniyatini beradi, bu esa stressni 30% kamaytiradi.

Transformatsion liderlik: xodimlarning ishtiyoqini oshiradi, chki ularga strategik maqsadlarni anglash va ijodiy yechimlarni topish imkoniyatini beradi.

Psixologik xavfsizlikni: ta'minlash-bu xodimlarning xatolardan qo'rqmasdan fikr bildirishi va jamoada ishlashi uchun asosdir.

Biroq, O'rta Osiyo mamlakatlarida maoshning pastligi va kasbiy malaka oshirish dasturlarining etishmasligi keng tarqalgan muammo sifatida qolmoqda.

XULOSA.

Mehnat psixologiyasini modernizatsiya qilish-korxonalarning raqobatbardoshligini oshirishning muhim vositasi hisoblanadi. Quyidagi choralar samarali bo'lishi mumkin:

Korporativ psixologik xizmatlar tarmog'ini joriy etish (stressni boshqarish treninglari, muntazam psixodiagnostika).

Liderlik malakasini oshirish bo'yicha sertifikatlash dasturlarini ishlab chiqish.

Davlat darajasida mehnat sharoitlarini monitoring qiluvchi qonunlar takomillashtirish. Kelajakda turli soha va mintaqalar uchun differensiallashtirilgan psixologik modellarni ishlab chiqish talab etiladi.

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CULTURALLY RESPONSIVE PEDAGOGY IN MULTILINGUAL ENGLISH CLASSROOMS

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Annotatsiya: Ushbu tadqiqot ko'p tilli ingliz tili sinflarida Madaniyatga Mos Pedagogikaning (CRP) ahamiyatini o'rganadi. Tadqiqotda CRP strategiyalarining o'quvchilarning til va madaniy xilma-xilligini qo'llab-quvvatlashdagi samarali qo'llanilishi tahlil qilinadi. Inklyuziv o'qitish usullariga e'tibor qaratgan holda, ushbu tadqiqot, til o'qitishni o'quvchilarning madaniy fonlari va o'rganish uslublariga moslashtirishning muhimligini ta'kidlaydi. Tadqiqot, shuningdek, o'quvchilarning ona madaniyatlarini til o'rganishga integratsiya qilishni, lingvistik ko'nikmalarni va madaniy ongni rivojlantirishni maqsad qilib qo'yadi. Bundan tashqari, ko'p tilli sinflarda CRP ni qo'llashdagi qiyinchiliklar va madaniyatga mos o'qitish usullarini yaxshilash uchun tavsiyalar keltirilgan.

Kalit so'zlar: Madaniyatga Mos Pedagogika, ko'p tilli sinflar, til xilma-xilligi, inklyuziv ta'lim, madaniy ong, til o'rganish, o'qitish uslublari, lingvistik ko'nikmalar, ta'lim strategiyalari.

Аннотация: Данное исследование рассматривает значимость культуры-соответствующей педагогики (CRP) в многоязычных английских классах. В нем анализируется, как можно эффективно внедрять стратегии CRP для поддержки языкового и культурного разнообразия студентов. Сосредоточив внимание на инклюзивных методах обучения, исследование подчеркивает важность адаптации языкового образования в соответствии с культурными особенностями и стилями обучения студентов. В работе акцентируется внимание на интеграции родных культур студентов в процесс изучения языка, способствуя развитию как языковых навыков, так и культурной осведомленности. Кроме того, обсуждаются трудности, с которыми сталкиваются преподаватели при применении CRP в многоязычных классах, и предлагаются рекомендации по улучшению внедрения культурно-отзывчивых методов обучения.

Ключевые слова: Культура-соответствующая педагогика, многоязычные классы, языковое разнообразие, инклюзивное образование, культурная осведомленность, изучение языка, методы обучения, языковые навыки, образовательные стратегии.

INTRODUCTION

In today's increasingly globalized world, the demand for language education that reflects and embraces cultural diversity is more pressing than ever. English, as a global lingua franca, is widely spoken and learned across diverse cultural contexts, which makes it imperative for educators to consider the cultural backgrounds of their students when teaching the language. As multilingual classrooms become more common, particularly in regions with a high level of linguistic diversity, the traditional methods of language teaching no longer suffice. Culturally Responsive Pedagogy (CRP) has emerged as a transformative approach that responds to the need for inclusivity, respect for diversity, and effective language learning. Culturally Responsive Pedagogy refers to teaching practices that recognize and value the cultural backgrounds of students, using this cultural knowledge to inform and enhance the educational experience. In multilingual English classrooms, CRP aims to create an environment where students from various linguistic and cultural backgrounds feel seen, heard, and respected, and where their cultural identities are integrated into the language learning process. This approach seeks not only to improve linguistic proficiency but also to promote intercultural understanding, empathy, and social equity among students.

This study explores the role of CRP in multilingual English classrooms, focusing on how culturally responsive practices can be implemented to support both the linguistic and cultural development of students. It examines the benefits of CRP for enhancing engagement, participation, and overall learning outcomes in diverse classrooms. Additionally, the study highlights the challenges that educators face in applying CRP, such as lack of resources, training, and time, and proposes strategies for overcoming these obstacles. Through a comprehensive analysis, this research aims to provide a deeper understanding of the importance of CRP in fostering a more inclusive, culturally sensitive, and effective language learning environment. The remainder of the paper is structured as follows: the next section provides a review of the relevant literature on CRP in multilingual classrooms, followed by a discussion of the methodology used in the study. Subsequently, the findings are presented, along with a discussion of their implications for teaching practice. The paper concludes with recommendations for educators and policymakers seeking to implement CRP in language education settings.

LITERATURE REVIEW

Culturally Responsive Pedagogy (CRP) has its roots in the work of educational theorists like Gloria Ladson-Billings (1994)[9], who emphasized the need to consider students' cultural backgrounds as integral to the teaching and learning process. CRP aims to create an educational environment where students' cultural identities are valued and leveraged to enhance learning experiences. Research suggests that culturally responsive approaches in multilingual classrooms not only help bridge cultural gaps but also promote academic success for students from diverse backgrounds (Gay, 2010; Ladson-Billings, 1994)[5][9]. These approaches empower students by validating their cultural experiences,

thus creating a more inclusive and engaging learning environment. In the context of English language learning, several studies have highlighted the significance of CRP in multilingual classrooms. For instance, Nieto (2010)[13] suggests that teaching English in a culturally responsive manner goes beyond language acquisition and focuses on fostering intercultural communication skills. According to Ladson-Billings (2009)[9], when students' cultural identities are affirmed, they are more likely to be motivated and invested in their learning. Culturally responsive strategies in language teaching include using culturally relevant materials, fostering an awareness of diverse cultural perspectives, and adapting teaching methods to reflect the linguistic and cultural strengths that students bring to the classroom (Banks, 2009)[1].

Research has also shown the positive impact of CRP on student achievement and engagement. For example, Gay (2010)[5] notes that culturally responsive teaching strategies, such as cooperative learning, project-based tasks, and critical thinking, encourage students to draw on their prior knowledge and experiences, thus making learning more relevant and effective. In multilingual English classrooms, where students bring a range of linguistic skills, cultural norms, and learning styles, CRP can enhance both linguistic and cognitive development by recognizing and utilizing these diverse resources. Furthermore, CRP is linked to increased self-esteem and reduced academic disengagement, as it helps students see their cultural identities as assets rather than barriers (Ladson-Billings, 1994)[9].

However, implementing CRP in multilingual classrooms is not without its challenges. One of the main difficulties is that teachers may not always possess the cultural competence necessary to effectively integrate students' backgrounds into their teaching practices. Moreover, traditional teaching materials and curricula often fail to reflect the diversity of student populations, making it difficult for teachers to find culturally relevant content. As a result, educators may struggle to create a learning environment that is both linguistically and culturally responsive (Banks, 2009)[1]. Additionally, the complexity of balancing multiple languages and cultures within a single classroom can be overwhelming, requiring teachers to develop sophisticated strategies that recognize the heterogeneity of their students' linguistic and cultural profiles.

METHODOLOGY

This study employs a qualitative research design to explore the application of Culturally Responsive Pedagogy (CRP) in multilingual English classrooms. The research aims to examine how CRP is implemented by teachers, how it influences student engagement, and the challenges educators face in applying these pedagogical strategies. Data was collected through a combination of classroom observations, interviews with teachers, and focus groups with students, providing a comprehensive understanding of CRP in practice. The study was conducted in a multilingual secondary school in an urban area, where the student population consists of individuals from diverse cultural and

linguistic backgrounds. The participants included ten English language teachers who regularly taught multilingual classrooms, as well as thirty students from different linguistic and cultural groups. The teachers were selected based on their experience with CRP and their willingness to participate in the study. The student participants were selected through purposive sampling to ensure that the sample represented a range of linguistic and cultural backgrounds.

Data was gathered over a period of three months. Classroom observations were conducted in ten different English language classes, with each class having an average of 25 students. The researcher observed the use of CRP strategies, such as incorporating students' cultural backgrounds into lessons, the use of diverse teaching materials, and the implementation of student-centered activities. Observations focused on teacher-student interactions, student participation, and the use of culturally relevant content in lesson plans. In addition to the observations, semi-structured interviews were conducted with the ten participating teachers. The interviews explored teachers' perceptions of CRP, their strategies for implementing culturally responsive practices, and the challenges they faced in doing so. Teachers were also asked about their professional development needs in relation to CRP. Focus groups with students were also organized to gather insights into their experiences of learning English in a multilingual, culturally responsive classroom. These focus groups allowed students to express their views on how culturally responsive teaching affected their engagement and learning outcomes.

The data collected from classroom observations, teacher interviews, and student focus groups was analyzed using thematic analysis. Thematic analysis is a method of identifying and interpreting patterns (themes) within qualitative data. The researcher transcribed the interview and focus group recordings and systematically coded the data to identify recurring themes related to the implementation and impact of CRP. The analysis focused on the following key areas: (1) the strategies used by teachers to implement CRP, (2) the impact of CRP on student engagement and achievement, and (3) the challenges and barriers faced by teachers in applying CRP in multilingual classrooms.

Ethical approval for the study was obtained from the relevant educational authorities. Informed consent was sought from all participants, with teachers and students being fully informed of the study's objectives and procedures. Confidentiality and anonymity were ensured by assigning pseudonyms to all participants and securely storing the data. Participants were free to withdraw from the study at any point without any negative consequences. Through this methodology, the study aims to provide a deeper understanding of the role of CRP in multilingual classrooms and offer practical insights into how educators can effectively implement culturally responsive strategies to enhance language learning.

RESULTS

The results of this study reveal several key findings regarding the implementation of Culturally Responsive Pedagogy (CRP) in multilingual English classrooms, its impact on student engagement, and the challenges faced by teachers. These findings were derived from classroom observations, teacher interviews, and student focus groups.

The observations and teacher interviews indicated that most teachers used a variety of CRP strategies in their classrooms. One of the most common strategies was the incorporation of culturally relevant materials. Teachers frequently integrated texts, media, and resources that reflected the diverse cultural backgrounds of their students. These included literature from different parts of the world, music, and films in various languages, as well as examples from students' home countries. Additionally, teachers built on students' cultural knowledge by encouraging them to share their own cultural experiences and perspectives during class discussions. They also utilized students' home languages to support comprehension and create a more inclusive environment. For example, bilingual glossaries were provided for key vocabulary, helping students to connect new English words with terms from their native languages.

Another strategy widely used by teachers was interactive, student-centered activities. Project-based learning, group discussions, and collaborative tasks allowed students to draw upon their cultural knowledge, which facilitated engagement and deeper learning. Tasks such as creating posters, presenting cultural traditions, and comparing English idioms with expressions from students' native languages were frequently employed in these classrooms. The data from student focus groups indicated that CRP had a positive influence on both student engagement and academic achievement. Students reported feeling more motivated and involved when their cultural backgrounds were incorporated into lessons. This increased participation, especially in activities like group discussions and projects, where they could share aspects of their culture. Additionally, students noted improvements in their language skills, particularly in speaking and writing, as they were more confident in using English to express themselves and engage with their peers. These findings suggest that culturally responsive practices not only promote a sense of belonging but also enhance language proficiency by connecting classroom learning with students' lived experiences. However, the study also highlighted several challenges faced by teachers when implementing CRP. Teachers reported difficulties in finding appropriate culturally relevant materials that were both engaging and educational. They also noted challenges related to managing the diverse needs of multilingual classrooms, where students had varying levels of English proficiency. Some teachers struggled to balance the incorporation of students' cultural backgrounds with the need to meet curriculum requirements, which at times led to concerns about the effectiveness of CRP in achieving academic outcomes.

DISCUSSION

The findings of this study underscore the positive impact of Culturally Responsive Pedagogy on student engagement, participation, and language development in multilingual English classrooms. The integration of students' cultural backgrounds into classroom activities was shown to foster a more inclusive and motivating learning environment, which, in turn, enhanced students' academic performance. This supports previous research that suggests culturally responsive teaching can bridge the gap between students' home cultures and the classroom, making learning more relevant and meaningful (Gay, 2010; Ladson-Billings, 1994)[5][9]. The use of culturally relevant materials and student-centered activities aligns with the principles of CRP, which emphasize the importance of recognizing and valuing students' cultural identities in the learning process.

By incorporating students' cultural knowledge and experiences into lessons, teachers were able to create a classroom environment that was not only more inclusive but also more effective in promoting language learning. The findings also suggest that CRP helps to build students' confidence in using English, as they felt their cultural contributions were valued, leading to increased participation in class activities. Despite these positive outcomes, the study also highlighted several challenges that teachers faced in implementing CRP. The difficulty in finding culturally relevant materials that were both appropriate and engaging for students is a concern that has been raised in other studies (Nieto, 2010)[10]. Teachers also reported struggling with the diverse language proficiency levels in their classrooms, which sometimes hindered the full implementation of CRP strategies. These challenges suggest the need for ongoing professional development and support for teachers to effectively integrate culturally responsive practices in their teaching.

In conclusion, while the study demonstrates the benefits of CRP in multilingual English classrooms, it also emphasizes the importance of addressing the challenges teachers face in implementing these practices. Future research should explore ways to better equip teachers with the resources and strategies needed to effectively integrate CRP into their classrooms, especially in multilingual contexts where students' needs can vary widely.

CONCLUSION

This study emphasizes the importance of Culturally Responsive Pedagogy (CRP) in enhancing student engagement and language proficiency in multilingual English classrooms. By integrating students' cultural backgrounds, CRP fosters a more inclusive learning environment, boosting confidence and participation. While challenges such as sourcing culturally relevant materials and balancing diverse language levels exist, the positive outcomes suggest that CRP can be effectively implemented with proper support and teacher training. Overall, CRP is crucial for creating an inclusive and engaging learning experience for multilingual students, and further research is needed to overcome implementation challenges.

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Аннотация: В современном обществе обостряется проблема готовности молодежи к семейной жизни в связи с социальными, экономическими и культурными изменениями. Данное исследование направлено на определение причин, по которым молодые люди Узбекистана психологически, материально и духовно не готовы создать семью. В статье анализируются социологический опрос с участием 500 молодых людей (18-30 лет), экспертные интервью (психологи, семейные специалисты) и статистика международных исследований, проведенных в 2020-2023 гг. Результаты показали, что 65% молодых людей считают основным препятствием отсутствие материальных ресурсов и 40% отсутствие психологической подготовки (например, навыков управления взаимоотношениями). В заключение была подчеркнута необходимость внедрения специальных программ в школах и высших учебных заведениях, оказания финансовой поддержки молодежи и пропаганды семейных ценностей в целях улучшения подготовки семьи.

Ключевые слова: подготовка молодежи, семейная жизнь, психологическая подготовка, материальные ресурсы, духовные ценности, добрачное образование, социально-экономические факторы.

Abstract: In modern society, the problem of readiness of young people for family life is increasing due to social, economic and cultural changes. This study is aimed at determining the reasons why young people of Uzbekistan are not psychologically, materially and spiritually ready to start a family. The article analyzes a sociological survey with the participation of 500 young people (18-30 years old), expert interviews (psychologists, family specialists) and international research statistics conducted in 2020-2023. The results showed that 65% of young people consider lack of material resources and 40% lack of psychological preparation (for example, relationship management skills) as the main obstacle. In conclusion, the need to introduce special programs in schools and higher education institutions, provide financial support to young

people and promote family values in order to improve family preparation was emphasized.

Key words: *youth preparation, family life, psychological preparation, material resources, spiritual values, premarital education, socio-economic factors.*

Kirish.

Oila-jamiatning asosiy instituti bo'lib, uning barqarorligi yoshlarning nikoh va oilaviy majburiyatlarga tayyorligiga bog'liq. 21-asrda globalizatsiya, urbanizatsiya va axloqiy qadriyatlarning o'zgarishi yoshlarning oila qurishga nisbatan munosabatini radikal o'zgartirdi. O'zbekistonda esa, aholining 60% dan ortig'ini 30 yoshgacha bo'lgan yoshlar tashkil etishi, bu muammoning dolzarbligini oshiradi. Hukumatning oilaviy siyosatini mustahkamlashga qaratilgan choralarga qaramay, nikohdan qochish, ajralishlar ko'payishi va oilaviy mas'uliyatni kechiktirish tendentsiyalari kuzatilmoqda.

Ilmiy adabiyotlarda ko'pincha oilaviy munosabatlarning psixologik jihatlari yoritilgan bo'lsa-da, O'rta Osiyo, ayniqsa O'zbekiston kontekstida yoshlarning kompleks tayyorgarlik darajasi yetarlicha o'rganilmagan. Ushbu tadqiqotning maqsadi-yosh avlodning oilaviy hayotga tayyorligiga ta'sir etuvchi omillarni tizimli tahlil qilish va ularni bartaraf etish yo'llarini taklif etishdir.

ADABIYOTLAR TAHLILI VA METODLAR

“Hamma narsa niyatga bog'liq deydi”, - dono xalqimiz. Mustaqil oilaviy hayot ostonasida turgan har bir inson, u yigit bo'ladimi yoki qizmi, eng avvalo ona sutidek halol va pok bo'lishiga o'rganishi lozim. Muqaddas Hadisu-sharifda payg'ambarimiz Muhammad s.a.v ning ushbu fikrlari bejiz keltirilmagan: “Muhaqqaq amallar niyatlarga ko'radir. Har kimsaga faqatgina niyat qilgani (narsasi) bordir”. Zero, har bir niyatning orqasida aniq mo'ljallar va maqsadlar bo'lganidek, inson uchun baxtli oila qurish, unda baxtiyor umrguzaronlik qilish uchun ham er va xotin o'z oldilariga bahamjihat orzu va muddaolar qo'yishni, yaxshi niyatlar qilishni bilishlari kerak. Yoshlar turmush qurishdan avval oilaviy hayotning qanday talablariga javob berishlari kerak? Yosh yigit-qizlarni oilaviy hayotga tayyorlash masalasi bugungi kunning eng muhim masalalaridan biri hisoblanadi. Bu haqda ommaviy axborot vositalarida ko'plab chiqishlar, ta'lim maskanlarida maxsus kurslar, davra suhbatlari va uchrashuvlar o'tkazilib kelinmoqda. Ho'sh, oilaviy hayotga tayyorlik nimalarda o'z aksini topadi? Oila deb atalmish muqaddas makon - “Oila qasri”ning mustahkamligi shu qasrning poydevori bo'lmish nikoh oldi omillari xususiyatlariga, ularning qaydarajada mustahkam qo'yilishiga bog'liq. Nikoh oldi omillari oila qurayotgan yoshlarning oilaviy hayotga qay darajada tayyor ekanliklarini belgilab beradi. Inson o'zini oilaviy hayotga tayyorman deyishi uchun eng avvalo nikohning talablariga javob berishi kerak. Nikohning birinchi talabi jinsiy yetuklik hisoblanib, erkak va ayol organizmi fiziologik xususiyatlari namoyon

bo'lishi, ular shaxsiy gigienaning o'rni va ahamiyatiga aloqador bilimlarning sohibi bo'lishidir. Jinsiy etilish jinsiy ehtiyojlar shakllanishiga olib keladi. Bu davrda ichki sekresiya bezlari faoliyati tufayli organizmda ikkilamchi belgilar yuzaga keladi. Biroq, bu yoshlar jinsiy yetuklikka erishdi degani emas. Ming afsuski, ko'pgina ota-onalar yoshlarni ayniqsa, qizlarni balog'atga etishi bilan oilaviy hayotga tayyor deb hisoblashadi va turmushga berishadi. Natijada erta turmush qurish oqibatida bugungi kunda homilador ayollarda 100% kamqonlik, turli ekstragenital kasalliklarning ko'payishi, homilasining yaxshi rivojlanmaganligi, qayta farzand ko'rish imkoniyatidan mahrum bo'lish holatlari ko'plab uchramoqda. Yoshlarni nikohga etukligi deyilganda uning faqat fiziologik jihatdan rivojlanishini nazarda tutish noto'g'ri, bundan tashqari yoshlar jinsiy hayot psixogigienasi borasida ham zarur ilmiy psixologik bilimlarga, to'g'ri tasavvurlarga, ega bo'lishi lozim. Afsuski, bugungi kunda ota-onalar tomonidan yoshlarga jinsiy tarbiya berish ishlarining ahamiyati butunlay kamsitib kelinmoqda. Nikohga yetuklikning ikkinchi talabi fuqarolik va huquqiy yetuklik bo'lib, bu odamning balog'atga etish yoshi bilan huquqiy jihatdan oila qurish, farzand ko'rish huquqiga ega bo'lishi bilan belgilanadi. O'zbekiston Respublikasi Konstitusiyasi hamda "Oila kodeksi"da yigitlar uchun nikoh yoshi 18 yosh, qizlar uchun nikoh yoshi 17 yosh deb belgilangan. Bu davrda ular Konstitusiyada belgilangan barcha huquq va majburiyatlardan foydalanish huquqiga ega bo'lishadi. Huquqiy madaniyat va yetuklik avvalo oila va nikoh borasidagi mavjud qonunlarni bilish, oila qonunchiligidagi eng muhim normalarga ongli munosabat tufayli turmush o'rtog'i, farzandlari, jamiyat oldidagi huquq va majburiyatlarni his etish va ularga itoat etishga hozirlikni nazarda tutadi. Nikohga yetuklikning uchinchi talabi kasb-hunar va ijtimoiy-iqtisodiy yetuklik hisoblanadi. Kasb-hunar egallash ancha murakkab tushuncha bo'lib, uning murakkabligi shundaki, u ma'lum bir o'quv yurtini, o'quv kurslarini bitirish, yani ma'lum bir ish turini bajarish uchun zarur bo'lgan maxsus bilim, ko'nikma va malakalarga ega bo'lishi bilan belgilanadi. Ota-bobolarimiz oldingi davrlarda dehqonchilik, hunarmandchilik, chorvachilik sir-asrorlarini puxta egallashgan.

O'sha davrlardagi ishlab chiqarish munosabatlari va texnologik jarayonlar ulardan maxsus yoki oliy ma'lumot talab qilmagan. 3-4 yil ustoz ko'rgan shogird 16-17 yoshda o'zi mustaqil ish yurita oladigan ustaga, o'z ishini uddalay oladigan mutaxassisga aylangan. Mabodo, u shu vaqtda oila quradigan bo'lsa, o'z hunari orqali mehnat qilib oilani iqtisodiy jihatdan ta'minlay olgan. Bugungi kunda esa yoshlarimizni kasb-hunar etukligi kechikib ketmoqda. Ba'zi bir kasblar bo'yicha 22-25 yoshlarda kasb-hunar etukligiga erishish mumkin bo'lsa, boshqalarda 28-30 yoshlarda bunga erishmoqdalar. Natijada bugungi kunda yoshlarimiz oilani iqtisodiy jihatdan mustaqil ravishda ta'minlay olmayaptilar.

Shu bilan birga shaxslararo munosabatlarga ruhan tayyorlik ham o'ta muhim masala hisoblanadi. Chunki, oilaviy hayotda amalga oshiriladigan ko'plab vazifalar va mas'uliyatlar orasida muomala odoibining bo'lishi va yangi qarindoshlar bilan yangi

rollarni bajarish borasidagi hamkorlik qilishga ruhiy tayyorgarlik o'zgacha madaniyat, aqliy salohiyatni talab etadi. Chunki, oila o'ziga xos kichik guruh bo'lib, undagi o'zaro muomala va munosabatlarning uyg'unligi oilaviy baxtning muhim kalitidir. To'g'ri, avlodlararo ziddiyatlar bor narsa. Masalan, kattalar o'zlari yoshliklarida qadrlagan narsalarni ularning nazarida yoshlar qadrlamayotganday tuyulaveradi, yoshlar hayotga yengilroq qarayotganday, udumlarni mensimayotganday, oilaviy masalalarga bepisandday tuyuladi. Shunday paytlarda kattalarning biroz bag'rikeng va toqatliroq bo'lishi, yoshlarning esa bosiqroq va farosatliroq bo'lishlari muammolarni echimini ta'minlaydi. Shunday qilib, nikohga ijtimoiy jihatdan yetuklik insonni o'zi yashayotgan jamiyat me'yorlari, nikohning jamiyat rivojidadagi o'rnini, inson hayotidagi turg'un roli va mohiyatini bilgan holda turmush qurishga hamda ota-onalik rollariga ruhan etilganligini nazarda tutadi.

TADQIQOT NATIJALARI

Nikohga yetuklikning to'rtinchi talabi axloqiy yetuklik bo'lib, bu borada fahrlansak arziydigan jihatlarimiz mavjud. Chunki bizda islom dini muqaddas hisoblanadi. Yoshlarga axloqiy tarbiya Qur'oni karim, hadislar orqali pandnoma, nasihatnoma, hikmatnoma tarzida juda erta singdirib boriladi. Avvalo, insonda muayyan axloqiy fazilatlar bo'lmog'i darkor, yani, oila quraman, turmushga chiqaman deyish shaxsning bo'lg'usi turmush o'rtog'i, bo'lajak farzandlari, yangi qarindosh-urug'lari oldidagi yangi mas'uliyatlarni bo'yniga olishni taqazo etadi.

Ushbu mas'uliyatlar va ulardan kelib chiqadigan majburiyatlar hayotda yangi rollarni bajarishga hozirlikni nazarda tutadi, yani, nikoh uyi ostonasida "kelin" yoki "kuyov" rovida turgan inson endi "rafiqa", "er", "ona", "ota" kabi yangi rollar mas'uliyatini his etishiga to'g'ri keladi. Bu mas'uliyat esa odamdagi qator axloqiy sifatlar yuksak madaniyat, bag'rikenglik, sabr-matonat, muloyimlik, mehribonlik, muomala madaniyati, shirinso'zlik, mulozamatlilik, mehnatsevarlik, halollik, odillik, to'g'riso'zlik, samimiyat kabi fazilatlarining namoyon bo'lishini taqozo etadi. Chunki, bizda inson nikohga kirgach, cho'lda yoki sahroda yashamaydi, u oddiy insoniy munosabatlar mujassam bo'lgan jamoada, jamiyatda yashaydi. U nafaqat o'z oilasi a'zolari davrasida, qarindosh-urug', qo'ni-qo'shnilar orasida ham o'zidagi ijobiy fazilatlarini ko'rsata olishi kerak. Nikohga yetuklikning beshinchi talabi psixologik yetuklik bo'lib, bunda yoshlarning turli hayotiy sharoitlarni hushyor baxolay olishi nazarda tutiladi. Bu hushyorlik yoshlarning amaliy voqealikni to'g'ri baholay olishi, yutuq va kamchiliklarini, bilim, malaka va qobiliyatlarini etarlicha ob'ektiv baxolay olishida namoyon bo'ladi. Afsuski, ko'pincha yoshlarimiz o'z qobiliyatlarini orttirib baholab, o'z oldilariga erishib bo'lmaydigan maqsadlarni qo'yib olish holatlariga duch kelinadi. Ayniqsa, oilaviy hayotni tasavvur qilish, unda o'z o'rnini baholash masalasida yoshlarimiz ko'proq xatoga, o'zlarini orttirib baholashga, oilaviy hayotdan mumkin bo'lganidan ko'proq narsani

kutish holatlari ko'plab uchramoqda. Natijada ular oila qurib real hayot bilan to'qnashganda ideal orzulari parchalanib, oila qurganidan pushaymon bo'lish, hayotdan ko'ngli sovish holatlari yuzaga kelib, hatto ajralib ketishlariga ham sabab bo'lmoqda. Psixologik yetuklik boshqa odamlarning xohish istaklari, kechinmalarini tushunish bilan ham ma'lum darajada bog'liq bo'ladi. Bu esa o'z navbatida muloqotning, hamkorlikning yaxshi yo'lga qo'yilishiga, oilada turli guruhlarda garmonik munosabatlarni o'rganilishiga imkon beradi. Psixologik yetuklikning asosiy xususiyati yoshlarning turli toifa, turli yoshdagi odamlar bilan o'rinli munosabatda bo'la olishi, turli yashash sharoitlariga moslashuvchanligi, boshqa shaxslar bilan ijobiy munosabatlari: hamdardlik, hamfikrlilik, g'am-tashvishga sherik bo'la olish, o'zaro yordam kabilar tarzida namoyon bo'la oladigan ma'naviy sifatlarga ega bo'lishi bilan belgilanadi. Turmush o'rtog'i va oiladagi yaqinlarga, birinchi navbatda farzandlarga nisbatan fidoiylilik, sevgan insonining ko'ngliga yo'l topish va unga qarab ish tutishni talab etadi. Psixologik jihatdan oilaviy hayotga tayyorgarlik o'zgalarni tushunish, uning o'rniga o'zini qo'yib ko'ra olish, qalbiga yo'l topishni taqozo etadi. Shu ma'noda nikoh shunday psixoterapevtik xususiyatga egaki, u ikki sevishgan qalblarni bir-biriga yaqinlashtiribgina qolmay, ularning har-birini dardu-xasrati, quvonchu-shodligi bilan hamohang tarzda yashashga o'rgatadi.

MUHOKAMA

Shu sababli ham nikoh salomatlikni saqlovchi va inson umrini uzaytiruvchi omil sifatida e'tirof etiladi. Nikohga yetuklikning oltinchi talabi xususiyati pedagogik yetuklik bo'lib, umuman oilaning tarbiyalovchilik roli, jumladan, farzand tarbiyasi masalalaridagi bilimdonlikni, oilaviy tarbiyaning o'ziga xosligi va bunda ota-onaning tarbiyalovchi missiyasi nimada ekanligi, ota-onalikning tarbiyalovchilik saviyasini oshirish yo'llari to'g'risida aniq bilim va tasavvurlarni nazarda tutadi.

Yoshlarning oilaviy tayyorgarlik muammolari ularning ijtimoiy-iqtisodiy sharoitlari, ta'lim tizimidagi kamchiliklar va madaniy normaning o'zgarishi bilan bog'liq. Masalan, O'zbekistonda uy-joy narxining tez o'sishi (yillik 12%) yoshlarni nikohni kechiktirishga majbur qilmoqda. Shuningdek, maktablarda oilaviy hayotga oid bilimlar (gender mavzulari, moliyaviy savodxonlik) yetishmasligi psixologik tayyorgarliksizlikni keltirib chiqaradi.

XULASA

Yoshlarning oilaviy hayotga tayyorligini oshirish uchun quyidagi choralar samarali bo'lishi mumkin:

Ta'lim tizimini takomillashtirish: Maktab va universitetlarda "Oila psixologiyasi", "Moliyaviy savodxonlik" kabi fanlarni joriy etish.

Davlat yordami: Yosh oilalar uchun arzon uy-joy loyihalari va soliq imtiyozlarini kengaytirish.

Madaniy targʻibot: OAV va ijtimoiy tarmoqlar orqali oilaviy qadriyatlarni targʻib qilish. Kelajakda turli mintaqalar (shahar/qishloq) uchun differensiallashtirilgan dasturlar ishlab chiqish talab etiladi.

Xulasa oʻrnida oila qurayotgan yoshlarga oila qurishdan avval yoshlar oilaviy hayotga jinsiy, fuqarolik va huquqiy, ijtimoiy-iqtisodiy, maʼnaviy va ahloqiy, tarbiyaviy, psixologik jihatdan maʼlum bir yetuklik darajasiga erishishlari kerakligini, yoshlarni oila qurishdan aniq bir maqsadi, yaʼni nikoh qurish motivi boʻlishi lozimligini inobatga olishlarini maslahat beramiz.

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Аннотация: Психологическая основа образовательного процесса – это мультидисциплинарная область исследований, направленная на изучение когнитивных, эмоциональных и социальных факторов, определяющих эффективность образования. В данной статье анализируется практическое значение психологических теорий (конструктивизма, мотивационных теорий, социального обучения) в современной педагогике, а также проблемы, возникающие в школах Узбекистана – создание программ без учета познавательных способностей учащихся, слабость психологической среды в классе, недостаток психологических компетенций учителей. В исследовании использовался анализ 50 международных и отечественных научных статей за 2015-2023 годы, опрос 300 преподавателей и учащихся, а также результаты наблюдений в экспериментальных классах. Результаты показали, что образовательные методы, основанные на психологических принципах, позволяют повысить академическую успеваемость учащихся на 40%. В заключение рекомендуется психологически дифференцировать образовательные программы, организовать непрерывное психологическое обучение учителей, усилить семейное сотрудничество.

Ключевые слова: педагогическая психология, когнитивное развитие, конструктивное образование, мотивация обучения, классная среда, педагогическая компетентность, социальное обучение.

Abstract: The psychological basis of the educational process is a multidisciplinary field of research aimed at studying the cognitive, emotional and social factors that determine the effectiveness of education. This article analyzes the practical importance of psychological theories (constructivism, motivational theories, social learning) in modern pedagogy, as well as the problems encountered in schools in Uzbekistan - creating programs without taking into account the cognitive abilities of students, the weakness of the psychological environment in the classroom, and the lack of psychological competencies of teachers. The research used the analysis of 50 international and domestic scientific articles from 2015-2023, a survey of 300 teachers and students, as well as the results of observations in experimental classes. The results

showed that educational methods based on psychological principles can increase the academic achievement of students by 40%. In conclusion, it is recommended to psychologically differentiate educational programs, organize continuous psychological training for teachers, and strengthen family cooperation.

Key words: *educational psychology, cognitive development, constructive education, learning motivation, classroom environment, pedagogical competence, social learning.*

Kirish

Tarbiya jarayoni-bu nafaqat bilim o'tkazish, balki shaxsning psixologik, ijtimoiy va axloqiy jihatdan kamolotiga yo'naltirilgan kompleks sistemadir. 21-asrda neyrofan, kognitiv psixologiya va ma'lumotlar texnologiyalaridagi yutuqlar ta'limning psixologik asoslarini qayta ko'rib chiqishni talab qilmoqda. Masalan, Vgotskiyning yaqin rivojlanish zonasi nazariyasi o'quvchilarning individual qobiliyatlarini hisobga olish zarurligini, Banduraning ijtimoiy o'rganish modeli esa muhit va kuzatuvning rolini ta'kidlaydi. O'zbekistonda esa, ta'lim islohotlari davomida sinfdan tashqari aktivitlar, kompetensiyaga asoslangan yondashuv joriy etilsa-da, psixologik jihatlar hali yetarli darajada e'tiborga olinmaydi.

Bunga misol qilib, darsliklar mazmuni bolalarning yosh xususiyatlariga moslashtirilmaganligi, o'qituvchilarning psixologik diagnostika qobiliyatlarining pastligi, va ota-onalarning tarbiyaviy jarayonda passivligi keltirilishi mumkin. Ushbu tadqiqotning maqsadi-tarbiyaning psixologik mexanizmlarini tizimli tahlil qilish va ularni ta'lim siyosatiga integratsiyalash yo'llarini taklif etishdir.

ADABIYOTLAR TAHLILI VA METODLAR

Bugungi kunda ta'lim jarayonini to'g'ri tashkil qilish, unda talaba faolligiga erishish, ta'limmetodlarini takomillashtirish masalalari chuqur o'rganilmoqda. Ta'lim mazmunida jamiyatning ma'naviy va moddiy elementlari, shu jumladan, tabiat, jamiyatvains on haqidagi bilimlar, ijodiy faoliyat tajribasi, insonning munosabatlari, boshqarishfaoliyati,xulqi va hayoti ifodalanishi lozim; Ta'limning mazmuni umumiy, politexnik va kasbkorlik komponentlarining birligini aksettirishikerak; Ta'limning mazmuni muayyan yoshga qaratiladi va jamiyatning rivojlanish darajasidankelibchiqadi; Ta'limning mazmunidagi ajratilgan to'rt komponent hajmi va mazmuni bo'yicha o'zaroaynanmuvofiq bo'lishi kerak. Maktab rivojlanishining hozirgi bosqichida ta'limni komp'yuterlashtirish masalasi g'oyat muhimahamiyat kasb etmoqda. O'quvchilarni zamonaviy hisoblash texnikasidan foydalanishga doir bilim va malakalar bilan qurollantirish, o'quv jarayonida kompyuterlarning keng qo'llanishini ta'minlashjamiyatda bozor iqtisodiyotini rivojlantirishning muhim vazifalaridan biridir. Mana shuvazifaniamalga oshirish yuzasidan pedagogika fanida o'rta kasb – hunar kollejarida elektron–hisoblash mikroprotssor texnikasini tatbiq etishning ikkita asosiy

yoʻnalishi ishlab chiqilmoqda. Bularning birinchisi – maktabdagi taʼlimning mazmuniga oʻquvchilar umumtaʼlimiy tayyorgarligining komponenti sifatida dasturlashtirish asoslarini va hisoblash texnikasini joriy etish; ikkinchisi–kasb-hunar kollejlari kompyuter texnikasi bilan taʼminlash va undan taʼlimining vositasi sifatida foydalanishdir. Pedagogika fani kollejlarning kompyuter texnikalaridan foydalanishdagi tajribalarini oʻrganishivaumumlashtirishi: yalpi kompyuter savodxonlariga javob beradigan yagona dasturlashtirishumumtaʼlimiy kursini yaratish; dasturlashni oʻrgatish boshlanadigan muddatni va kursninghajminibelgilashi, taʼlimni mashina bazasidan foydalanish asoslarini ishlab chiqishi va boshqavazifalarniado etishi kerak. Har bir oʻtiladigan dars qaysi mutaxassislik, yoʻnalish boʻlishidan qatʼiy nazar 3 funktsiyani amalgaoshiradi. Ular maʼlumot beruvchi yoki (didaktik baʼzi adabiyotlarda taʼlimiy) rivojlantiruvchi va tarbiyaviy

Taʼlim -bu aqliy yetilish jarayonini faqat bir qadar tezlatishga yoki sekinlashtirishga qobildir, lekin u aqliy jihatdan yetilish jarayoniga hech qanday jiddiy taʼsir koʻrsata olmaydi. Demak, taʼlim rivojlanish qonunlariga boʻysunishi kerak. Masalan, bolada mantiqiy tafakkur yetilmay turib, uni mantiqiy fikr yuritishga oʻrgatish foydasizdir. Taʼlimning turli bosqichlari bolaning tegishli psixologik imkoniyatlari pishib yetiladigan muayyan yoshidan qatʼiy nazar bogʻliqligi ana shundan kelib chiqadi. Taʼkidlash joizki, taʼlim yetakchi rolni bajaradi, taʼlim va rivojlanishesa oʻzaro bir-biriga bogʻliqdir; ular alohida sodir boʻladigan ikki jarayon boʻlmay, balki bir butun jarayondir. Taʼlimsiz toʻla aqliy rivojlanish boʻlishi mumkin emas. Taʼlim rivojlanishga turtki boʻladi, rivojlanishni oʻz ortidan ergashtirib boradi. Zarur sharoit tugʻilganda taʼlim mantiqiy fikrlash malakasini tarkib toptiradi va tegishli aqliy rivojlanish uchun zamin boʻladi. Lekin, taʼlim rivojlanishga turtki boʻlish bilan bir vaqtda oʻzi rivojlanishga tayanadi, erishilg rivojlanish darajasining xususiyatlarini, rivojlanishning ichki qoidalarini, albatta, inobatga oladi. Taʼlimning imkoniyatlari juda keng boʻlsada biroq cheksiz emas. Yirik rus psixologi L.S.Vigotskiy taʼlim va taraqqiyot muammosiga ijtimoiy-tarixiy jarayon nuqtai-nazaridan yondashib, bilimlarni oʻzlashtirish insoniyatning tarixiy taraqqiyotida yaratilgan madaniyatda ishtirok etish jarayonidir, deb taʼkidlaydi. U olgasurgan psixik funktsiyalar taraqqiyotining madaniy-tarixiy nazariyasiga koʻra, psixik faoliyat taraqqiyoti uning “tabiiy” shaklini bevosita qayta qurgan holda, turli alomatlar bilan avval tashqi, soʻng ichki ifodalanishni nazarda tutib, “madaniy” shakliniegallash tushuniladi.E.Torndayk va J.Piajening taʼlim bilan taraqqiyotni ayni bir narsa deb tushuntirishiga qaramay L.S.Vigotskiy: “Bola taraqqiyotini hech mahal maktab taʼlimidan tashqaridagi soya deb hisoblash mumkin emas”, -deb taʼkidlaydi. Bundan tashqari, taʼlim va taraqqiyot bir-biriga tobe boʻlmaganjarayonlardir, degan yunalishdagi psixologlarni ham u qattiq tanqid qiladi. P.P.Blonskiy taʼlimning bola taraqqiyotidagi oʻrniga alohida ahamiyat beradi. Shuning uchun oʻquvchilarning aqliy rivojlanishi toʻgʻridan-toʻgʻri maktab dasturi mazmuniga bogʻliq ekanligini taʼkidlaydi.Yosh va

individual o'zgaruvchanlik insoniyatning ijtimoiy-tarixiy taraqqiyoti ta'siri ostida har xil ko'rinishda namoyon bo'ladi. Individning dinamik xususiyatlariga shaxsning ijtimoiy sifatleri ta'sir etib, uning individual o'zgaruvchanligi omilini kuchaytiradi. Insonning shaxs sifatida tavsiflashning muhim lahzasi, uning dinamik xususiyatlari hisoblanib, jamiyatdagi statusi (iqtisodiy, siyosiy, huquqiy, mafkuraviy, ya'ni uning jamiyatda egallagan o'rni) orqali ifodalanadi. Status negizida doimiy o'zaro aloqalar tizimi yotadi. Rolning ijtimoiy funktsiyasi muayyan maqsadlarga va qadriyatlarga yo'nalganlik shaxsni faollashtiradi. Status, rol, qadriyatga yo'nalganlik shaxs xususiyatlarining birlamchilarini tashkil etadi va uning tuzilishida asos bo'lib xizmat qiladi. Shaxsning ta'rifi xulq motivatsiyasi xususiyati va ijtimoiy fe'l-atvor tuzilishini belgilab, uning tarkibidan ikkilamchi alomatlar sifatida joy egallaydi. Shaxsning birlamchi va ikkilamchi sifatlarining o'zaro ta'sirini birlashtiruvchi yuksak samara tarzida inson xarakteri va mayllari yuzaga keladi. Insonning shaxs xislatlarini rivojlantiruvchi asosiy shakl uning jamiyatdagi hayot yo'li va ijtimoiy tarjimai holi hisoblanadi. Individ, shaxs va sub'ekt taraqqiyotining tadqiqotida quyidagi holatlarga e'tibor qilishi zarur: -inson rivojining asosi hisoblangan omillar va shart-sharoitlar (ijtimoiy, iqtisodiy, siyosiy, huquqiy, mafkuraviy, pedagogik va yashash muhiti omillari); -insoning o'ziga taalluqli, asosiy tavsiflar, uning ichki qonuniyatlari, mexanizmlari, evolyutsiya bosqichi, barqarorlashuvi va involyutsiya; -inson yaxlit tuzilishning asosiy tarkiblari, ularning o'zaro aloqalari, shaxsning tashqi tasirlarga javobi va munosabati, taraqqiyot jarayonida ularning takomillashuvi kabilar, Uch xil xususiyatli tadqiqot dasturining tarkibiy qismlari insonning amaliy va nazariy faoliyatining mezonlari hisoblanadi. Chunki, faoliyatda yashash muhiti tarixiy tajribani egallash interiorizatsiya va eksteriorizatsiya amalga oshadi. Odamning maqsadga qaratilgan ijtimoiy foydali faoliyati protsessida hayotiy deb ataladigan mexanizmlari va ongli faoliyatining funktsional sistemasi protsesslari yuzaga keladi. Ana shular tufayli odam bilimlarni, ko'nikma va malakalarni, kishining sotsial tajribalarini o'zlashtiribgina qolmay balki o'zining idroki, tafakkuri, xayoli, hissiyotlari va irodasini bir so'z bilan aytganda, voqelikka bo'lgan ongli munosabatini hamda o'z harakatlari va xulq-atvorining motivlarini tarkib toptiradi. Shaxsning barcha xususiyatlari, munosabatlari va xatti-harakatlari shaxsning hayoti faoliyatida malum rolni bajaruvchi va har biri murakkab qurilmadan iborat bo'lgan hamda shartli ravishda to'rtta o'zaro mustahkam bog'langan funktsional bosqichlarga birlashtiriladi:

Birinchisi -boshqaruv tizimi;

Ikkinchisi -stimallashtirish tizimi;

Uchinchisi -stabilizasiyalash tizimi;

To'rtinchisi -indikatsiyalash tizimi.

Shaxsning ana shu sotsial ahamiyatga ega bo'lgan barcha sifatleri ijtimoiy taraqqiyotning yuksak ongli faoliyatchisi sifatidagi Birinchi tizimi hosil bilishida analizatorlar shaxsning hulq-atvori va xatti-harakatlarini belgilaydi. O'rtasidagi doimiy

tabiiy aloqani aks ettiruvchi filogenetik mexanizmlar katta rol o'ynaydi. Biroq, bu ilgari yuqorida ta'kidlab, o'tganimizdek ontogenez protsessida filogenetik analizatorlar o'rtasidagi aloqa vaqtli aloqalar bilan organik jihatdan qishilib keladilar. Bunda mazkur tizimning ichida pertseptiv tizimiga o'tib ketadigan yuksak darajada integratsiyalangan malum ichki sensor komplekslarni hosil qiladi. Bunday komplekslar qatoriga nutq, eshitish, ko'rish hamda sensomotor komplekslarni kiritish mumkin. Mana shu komplekslarning hammasi odamning hayot-faoliyati jarayonida o'zaro bir-biri bilan doimiy aloqaga kirishib, sensorpertseptiv uyushishning yagona funksional dinamik tizimini yaratadi. Insonning sensor-pertseptiv jihatlari doimo takomillashib boshlagan ilmlarining dastlabki yillaridayoq shakllana boshlaydi. Temperament, intellekt, bilim va munosabat ana shunday xususiyatlar jumlasiga kiradi.

1. Ta'limiy - o'rganilayotgan mavzu bo'yicha bilimlarni o'zlashtirish, ko'nikma va malakalarnishakllantirish.

2. Rivojlantiruvchi - talabalar ongli aqliy faoliyatiga erishish, pedagogik jarayonga talabao'qituvchihamkorligida hissiy aloqadorlikni ta'minlash, talaba bilish faoliyatini motivlashtirish, ya'nitalabaga bilimini namoyish qilish, amaliy faoliyatga qodir bo'lish va buning uchunbilimolishimkoniyatini ta'minlash, mustaqil va ijodiy ishni tashkil qilish

3. Tarbiyaviy - muayyan maqsadlarga erishishga qaratilgan hamkorlikdagi faoliyat jarayonidaegallanilgan xulq – atvor normasidir.

Ta'lim jarayoni o'qituvchining talabaning bilim faoliyatiga mohirona ta'sir ko'rsataolishinatijasida amalga oshiriladi, ya'ni talaba bilimlarni idrok qilib, (idrok - borliqning odamongidaaksetishidir. Biz daraxt, odam, hayvon va h.k.z.larni idrok qilamiz), tushunib mustahkamlaydi. Tushunishning indukciya (xususiy hollardan umumiy qoidaga borish), dedukciya (umumiydanxususiyga qarab fikr yuritish) jarayonlari amalga ohsa, mustahkamlashda yangi material idrokqilingan vaqt hosil bo'lgan muvaqqat bog'lanishlar mustahkamlaydi. Ta'lim qoidalari o'qituvchining o'z faoliyatini rejalashtirish va talabalarning bilim, ko'nikmavamalakalarini egallashlarida rioya qilishlari kerak bo'lgan asosiy qoida va yo'l – yo'riqlarni o'zichiga oladi. So'nggi yillarda olimlar tomonidan yaratilgan pedagogik adabiyotlarda didaktik qoidalar turlichaguruhlashtirilmoqda. Ana shularga asoslangan holda quyidagicha ta'limprintsipalarini ko'rsatibo'tish mumkin.

1. Ta'limning ilmiyligi. Nazariy qoidalarni tushunish – materialni ilmiy asosda izohlabberishningmuhim belgisi bo'lib, u o'quvchining fikrlash faoliyati xususiyatlarini belgilaydi. Ilmiybilimlarilmiyligicha qolib, voqelikni har xil darajada aks ettirishi mumkin. Ilmiy izoh ta'limninghammabosqichlarida, har bir sinfda amalga oshadi. Ilmiylik qoidalarining vazifalaridan biri –nazariyma'lumotlar tizimini shu ma'lumotlarda tevarak – atrofdagi dunyoni qanchalik aks etganligi nuqtai-nazaridan bilib olishdir.

Mavzuni ilmiy nazariy jihatdan tushunish talabalarning dunyoqarashini, fikrlashini, e'tiqodinitarkib toptiradi. Yoshlarning ilmiy – tadqiqot ishlariga qiziqishini shakllantirib, zamonaviyfanvatexnika taraqqiyoti darajasiga muvofiq keladigan bilimlar bilan qurollantiradi.

Xulosa qilib, shuni aytish lozimki, ta'limning puxta o'zlashtirish qoidasi muhimdidaktiktalabvaqoidalarni, ya'ni o'quvchilar tomonidan tizimli va ongli o'zlashtirilgan ilmiy bilimlarni mustahkam,esda saqlab qolish hamda o'zlashtirilgan ilmiy bilimlarni o'z turmush faoliyatlarida qo'llayolish malakalari bilan qurollantirishni nazarda tutadi.

MUHOKAMA

Tadqiqot natijalari zamonaviy ta'limda psixologik yondashuvlarning ahamiyatini tasdiqlaydi:

Kognitiv yukni optimallashtirish (multimedia resurslardan foydalanish) o'quvchilarning diqqat muddatini 30% oshiradi (Mayerning kognitiv nazariyasi).

Muvaffaqiyatga intilish motivatsiyasini rag'batlantirish uchun o'quvchilarga individual maqsadlar belgilash va ularga konstruktiv feedback berish muhim.

Sinf muhitini psixologik xavfsizlantirish-bu o'quvchilarning ijodiy qobiliyatlarini ochish va xatolardan o'rganish imkoniyatini beradi

XULOSA

Xulosa qilib aytganda,bolalar ta'lim-tarbiyasida bo'ladigan kamchiliklarning asosiy sabablaridan biri o'qituvchining psixologiyasiga bog'liq. Lekin bunga ko'pincha e'tibor berilmaydi. Shuning uchun o'qituvchilar jamoasini psixologik nuqtai nazardan o'rganish, uni muvaffaqiyatli boshqarishning psixologik yo'llarini ishlab chiqish dolzarb ahamiyatga egadir. Pedagogik jamoani muvaffaqiyatli boshqarish uchun jamoa tarkibini o'rganish, kamchiliklarini korreksiyalash va haqiqiy pedagogik jamoa sifatida shakllantirish lozim. Jamoada ishlash ko'nikmalarining rivojlangan darajasi ham muvaffaqiyatli jamoa uchun asosiy omillardan biridir. Jamoadaishlash muloqot vositasida amalga oshadi. Pedagogik jamoaning rivojlanishida shaxslararo muloqot muhim ahamiyatga ega.

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Аннотация: В этой статье речь идет об империи Ахеменидов, основанной в VI веке до нашей эры на территории современного Ирана. В ней рассматриваются политические процессы, происходившие в этом государстве, и политика его правителей в отношении соседних стран. Короче говоря, в нем кратко рассматриваются политические процессы с момента основания государства до момента, когда оно столкнулось с кризисом.

Ключевые слова; Ахемениды, Кир II, Иран, Камбис, Египет, Дарий, Маргиана, Фрада, Гарпаг, северная Индия, Ксеркс.

Abstract: This article is about the Achaemenid state, which was founded in the 6th century BC in the territory of present-day Iran. It discusses the political processes that took place in this state and the policy of its rulers with neighboring states. In short, it briefly discusses the political processes from the time of the state's foundation to the crisis.

Keywords; Achaemenids, Cyrus II, Iran, Cambyses, Egypt, Dorus, Margiana, Frada, Harpagos, northern India, Xerxes

Yozma manbalarning guvohlik berishicha Midiya podshosi Astiagning o'g'il farzandi bo'lgan shuning uchun qizi Mandanaga kuyovni sinchiklab tanladi Qizini Kir I o'g'li Kambizga turmushga beradi. Ular o'g'il farzand ko'radi Astiag bir kun tush ko'radi tushuda Kir II bobosidan taxtni tortib oladi, shunda u Kir II ni o'ldirishni buyuradi lekin ayrim sabablarga ko'ra Kir tirik qoladi. Vaqtlar o'tib Kirni tirik qolganini bilgan Astiag uni saroyga olib keltirib uni satrab lavozimiga saylaydi. Midiyaliklar Forslarga zulmni kuchaytiradi shu vaqtda Astiagning vaziri Xarpag va Midiya aristakratiyasi Kir qo'llab quvvatlaydi. Kerakli kuch to'plagandan so'ng Ekbatan tomon yura boshlaydi, Midiya qo'shiniga Xarpag boshliq etib tayinlanadi Xarpag esa Kirga qarshi chiqmay u tomonga o'tib ketadi. Kir Ekbatanni istilo qiladi va mil.avv 558-yilda o'zini shoh deb elon qiladi.[1]

Mil.avv.558-yilda podshoh bo'lgan KirII keying ikki yil davomida Parfiya va Girkaniyani bosib oladi. Mil.avv 545-va 539-yillar da Kir II hozirgi Afg'oniston ,O'rta osiya yerlarini bosib oladi .Fo'rs davlati hududi Hindistonning shimoliy-g'arbiy chegaralarigacha ,Hindikushning janubiy yon bag'ri ,sirdaryo havzalarigacha yetti.Kir II shimoliy-sharqiy yo'nalishda o'z tasirini mustahkamlagach Bobilga yurish qildi 539-yil avgust-sentabr oylari Bobil bosib olindi.Bobil rasman saqlab qolindi uning ijtimoiy

tuzilmasi o'zgartirilmadi .Bobil shahri Fors podsholari turadigan qarorgohlaridan biriga aylandi .Bobil bosib olingandan so'ng barcha g'arbiy mamlakatlar Finikiya ,Falastin, Suriya, Misr chegarasigacha forslar qo'liga o'tdi.Kir II Yaqin sharqni Misr chegarasigacha bosib olgach ,Fors davlatininig shimoliy-sharqiy chegaralari xavsizligiga jiddiy xaf solib turadigan o'rta osiyodagi ko'chmanchi qabilalar ustiga yurish boshlaydi .Kir II mil.avv 530-yilda Amudaryoning shimoliy qismiga o'tadi. Massagetlar qabilalari bilan bo'lgan jangda forslar yengiladi KirIIning o'zi ham jangda halok bo'ladi.

Mil.avv 530-yilda Ahamoniylar taxtiga Kambiz o'tiradi. Kambiz Misrga yurish qiladi. Bu vaqtda Misr ichki nizo g'alayonlar girdobida qolgan edi. Forslar Misr qoshinlarini tezda tor-mor keltiradi, flot esa jangsiz taslim bo'ladi, fravin Pisametix III asirga tushadi. Bu voqea taxminan mil.avv 525-yilda sodir bo'lgan edi. Misrni bosib olgach Kambiz Efiopiyaga yurish boshlaydi, yetarli oziq-ovqat bo'lmaganligi, suvsiz sahroga tushib qolgach ortga qaytishga majbur bo'ladi. Memfisga qaytgach qo'zg'alaonni bostiradi. Shunda mamlakat poytaxtida qo'zg'alon boshlanganligi haqida habarni eshitgach Kambiz ukasi Bardiyadan shubhalanib uni hufiyona o'ldirtiradi. O'zi esa otga minayotib qilichi oyog'ini payini qirqib olib vafot etadi. Taxtga mil.avv 522-yilda 2-martda Mag Gaumata Bardiya nomi bilan taxtga o'tirdi. Bardiya yetti oylik hukmronligidan so'ng yetti urug' fitnachilari tomonidan o'ldiriladi, taxtga DoroI mil.avv 522-486-yillarda hukmronlik qiladi.[2]

Doro I podsholigining dastlabki yillarida Bobil, Misr, Elam, Turon va hududlarida qo'zg'alonlar ko'tariladi, qo'zg'alonlarni shafqatsizlik bostiradi. Doro I itoat ettirilgan hududlarda ijtimoiy ahvol yaxshilangach bir qator islohotlar o'tkazishga kirishadi. U mamlakatni 20 ta satrapliklarga bo'lib, ularning har biriga noib tayinlaydi. Butun mamlakat satrapliklarida podshoning ko'zi va qulog'I deb nom olgan nazoratchilar faoliyat ko'rsatgan. Har bir shubhali shaxs qattiq jazolangan, hatto o'limga mahkum etilgan. Doro I hukmronligining so'ngi yillarida eroniylar Frakiya va Makadoniyaning bosib olgan, Yunonistondagi Afina va Sparta qattiq qarshilik ko'rsatadi. Sharqda eroniylar hind daryosining o'rta va quyi oqimigacha bo'lgan hududlarni bosib olgan. Doro I ning Turon va qora dengiz bo'ylaridagi skiflar yurtiga qilgan yurishlari mag'lubiyat bilan tugaydi.Mil.avv 486-yilda Misrda eroniylarga qarshi qo'zg'alon boshlanadi bu qo'zg'alonni bostirishga ulgurmay 64 yoshida bu dunyodan ko'z yumadi.[3]

Ahamoniylar davrida davlat boshqaruvi shohlar shohi shahanshoh qo'lida bo'lgan. Hokimyat ierarxiyasida shahanshohdan so'ng boy fors oilalari turgan. Shahanshoh huzurida kengash mavjud bo'lgan, uning tarkibiga boy fors oilari, saroy ayonlari, yuqori lavozimdagi shaxslar va noiblar kirgan. Davlat ahamiyatiga ega bo'lgan barcha masalar shu kengashda ko'rib chiqilgan bo'lsada hal qiluvchi qarorni shoh chiqargan. Davlat lavozimlari orasida shohdan so'ng Xazarpat turgan u mingbishi deb ham atalgan. Xazarpat shoh gvardiyasini boshlig'i, davlat boshqaruvida shohdan keying shaxs hisoblangan. Ahamoniylar davlatining bosh mamuriy markazi suza shahrida bo'lgan.

Ahamoniylar davlati tarkibiga Eron, Afg'oniston, O'rta osiyo, Shimoliy Hindiston, Yaqin sharq, Kichik osiyo, Misr kabi hududlar kirgan.[4]

Mil.avv 336-yilga Makadoniya taxtiga o'tirgan Aleksandr mil.avv 334-yilda Ahamoniylar so'ngi shohi Doro III mag'lubiyatga uchraydi, shundan so'ng davlat hududlarini birin ketin bosib oladi. Dor III mil.avv 330-yilda Baqtriya satrapi Bess tomonidan o'ldiriladi.[5]

Xulosa

Xulosa o'rnida aytadigan bo'lsak, ahamoniylar davlatining vujudga kelishi va uning imperiyaga aylanishi, qadimgi dunyo siyosiy sahnasida ahamoniylar sulolasi forslarni midiya davlatga bo'lgan qaramligidan ozod bo'lishi, mustaqil davlatchilik tashkil topishi va uning istilochilik harakatlari qadimgi dunyo siyosiy tarixiy sahnasida muhim rol o'ynashi, tuli millatlarni o'z ichiga olgan imperiyaga aylanishi yo'lidagi harakatlari, amalga oshirilgan islohotlar davlatning yirik o'z davrining kuchli markazilaridan biriga aylantirdi. Shuningdek, Doro I mamlakatda amalga oshirgan islohotlari muhim ahamiyat kasb etganligi, uning harakatlari natijasida Shoh yo'li degan savdo yo'l qurilishi o'sha davr xalqaro va mahalliy savdogarlar uchun muhim ahamiyat kasb etganligi namoyon bo'ldi. Doro I ning taxtga kelishi ham diqqatga loyiq u shahanshoh bo'lgan payt ahamoniylar uchun o'g'ir bir davr vujudga kelgan edi mamlakatda isyonlar va mamlakatdan ajralib chiqish harakatlari boshlangan bir pallada Doro I ahamoniylar imperiyasidagi bunday holatlarni bartaraf eta oldi va ahamoniylar davlatini saqlab qola oldi.

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THE EFFECTIVENESS OF READING COMPREHENSION STRATEGIES IN SUPPORTING READING FLUENCY AND VOCABULARY ACQUISITION

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Annotation: *This study explores the effectiveness of reading comprehension strategies in enhancing both reading fluency and vocabulary acquisition among EFL learners. Drawing on a quantitative research design, the study involved 60 intermediate-level students who were exposed to a range of comprehension strategies such as predicting, questioning, clarifying, and summarizing over a 10-week period. Pre-tests and post-tests were administered to assess changes in reading fluency and vocabulary knowledge. The results demonstrated a significant improvement in both areas, indicating that systematic use of comprehension strategies not only fosters better understanding of texts but also accelerates vocabulary growth. These findings suggest that integrating comprehension strategies into reading instruction can serve as a powerful tool for language development in EFL contexts.*

Key words: *reading comprehension strategies, reading fluency, vocabulary acquisition, EFL learners, language development*

Introduction: Reading comprehension is a cornerstone of language proficiency, serving as a critical predictor of academic achievement and lifelong learning. In English as a Foreign Language (EFL) contexts, the dual challenges of developing reading fluency and expanding vocabulary are particularly pronounced, often impeding learners' overall language acquisition. To address these challenges, educators have increasingly turned to explicit reading comprehension strategies—such as predicting, questioning, clarifying, and summarizing—as tools to enhance both fluency and vocabulary growth. The global literacy landscape underscores the urgency of effective reading instruction. While the worldwide literacy rate has risen to approximately 87% as of 2022 (World Literacy Foundation, 2024), significant disparities persist, especially in developing regions where up to 70% of children are unable to read a simple text by age 10 (Mastermind Behavior, 2024). These statistics highlight the critical need for instructional approaches that can bridge literacy gaps and support language learners in diverse settings.

Empirical research supports the efficacy of reading comprehension strategies in promoting language development. A meta-analysis examining the relationship between reading interest and vocabulary acquisition among EFL learners found a strong positive correlation, with a pooled correlation coefficient of 0.485 (Xu, 2022). Additionally, studies have demonstrated that structured reading programs incorporating comprehension strategies can lead to measurable improvements in both reading fluency and

comprehension (Education Endowment Foundation, 2023; Ngoc, 2022). Despite these promising findings, there remains a need for further investigation into how specific reading comprehension strategies impact both fluency and vocabulary acquisition in EFL contexts. This study aims to fill this gap by systematically examining the effectiveness of targeted reading strategies over a 10-week instructional period with intermediate-level EFL learners. By analyzing pre- and post-intervention assessments, the research seeks to provide evidence-based insights into the role of comprehension strategies in facilitating language development, thereby informing pedagogical practices and contributing to the broader discourse on effective EFL instruction.

Literature Analysis: The effectiveness of reading comprehension strategies in enhancing reading fluency and vocabulary acquisition among English as a Foreign Language (EFL) learners has been widely documented. Systematic reviews and meta-analyses suggest that the implementation of targeted reading strategies significantly improves learners' reading performance and linguistic development. For instance, a meta-analysis synthesizing 57 effect sizes from 21,548 participants revealed that the overall application of reading strategies had a moderate positive correlation with reading comprehension ($r \approx 0.40$). Notably, monitoring strategies showed a stronger association with comprehension in first language contexts compared to second language contexts (Swanson et al., 2019). Similarly, elaboration and organization strategies were identified as essential components contributing to improved comprehension skills.

In terms of vocabulary acquisition, extensive reading has been consistently linked to vocabulary growth. A meta-analysis covering 21 empirical studies and 1,268 participants indicated that extensive reading programs—particularly those lasting less than three months—led to substantial vocabulary gains, with an average improvement rate of 22% compared to traditional methods (Nakanishi, 2015). Moreover, graded readers and comprehension questions were found to enhance the retention of newly learned words. Direct strategy instruction has also shown measurable benefits. A study conducted on 51 Turkish EFL students over a 10-week period demonstrated that explicit teaching of strategies such as previewing, scanning, inferring, and summarizing resulted in significantly higher post-test scores in both reading fluency and vocabulary knowledge compared to a control group that received conventional instruction (Solak & Cakir, 2015).

The interrelationship between vocabulary knowledge and reading comprehension has been further validated across various educational levels. A meta-analysis focusing on Chinese EFL learners revealed that vocabulary knowledge was a strong predictor of reading comprehension across primary, secondary, and tertiary education, although the strength of this relationship slightly decreased with advancing educational stages (Li & Kirby, 2015). Predictive trends suggest that as digital reading environments become more prevalent, the integration of comprehension strategies into technology-assisted learning will further amplify vocabulary acquisition rates by approximately 15–20% over the next

decade (OECD, 2023). Therefore, incorporating structured strategy instruction into both traditional and digital reading practices remains crucial for optimizing EFL learners' reading outcomes.

Methodology: This research adopted a mixed-methods approach to investigate the effectiveness of reading comprehension strategies in enhancing both reading fluency and vocabulary acquisition among intermediate EFL learners. A mixed-methods design was chosen to provide a comprehensive understanding by combining the depth of qualitative insights with the generalizability of quantitative findings.

Research Design: The study was structured as a longitudinal intervention lasting 10 weeks, during which participants received systematic instruction in specific reading comprehension strategies. These strategies included previewing, predicting, questioning, clarifying, summarizing, and inferencing techniques, all of which have been recognized in the literature as critical for successful reading development (Pressley & Afflerbach, 1995). The design integrated both formative and summative assessments to monitor progress over time.

Participants: Participants consisted of intermediate-level EFL learners enrolled at a university language center. The selection criteria required a minimum proficiency equivalent to a B1 level on the Common European Framework of Reference for Languages (CEFR). Students were randomly assigned to either an experimental group, which received strategy-based reading instruction, or a control group, which continued with traditional reading practices focused primarily on translation and comprehension questions.

Instructional Procedures: In the experimental group, strategy instruction was explicit, following the gradual release of responsibility model (Pearson & Gallagher, 1983), which emphasizes direct teaching, guided practice, and independent application. Lessons were designed based on the principles of the Schema Theory, which posits that activating learners' prior knowledge facilitates better comprehension of new texts (Anderson, 1977). Activities included collaborative reading tasks, metacognitive discussions, and the use of graphic organizers to visualize textual structures. The control group received a more traditional curriculum, centered around intensive reading of passages followed by vocabulary exercises and comprehension questions, without an explicit focus on strategic reading behaviors.

Data Collection Methods: Data were collected through multiple sources to ensure validity and reliability:

- **Reading Fluency Measures:** Students were assessed using leveled reading passages, focusing on accuracy, speed, and prosody. Fluency benchmarks were adapted from current EFL standards outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

- **Vocabulary Assessments:** Both receptive and productive vocabulary knowledge were evaluated through a combination of multiple-choice tests and productive vocabulary tasks, ensuring a holistic view of lexical development.
- **Comprehension Tests:** Text-based assessments were utilized, featuring inferential and critical thinking questions rather than solely literal comprehension, in line with PISA reading assessment frameworks (OECD, 2021).
- **Qualitative Data:** Students' reflective journals and post-intervention interviews were analyzed to explore their perceptions of strategy use and its perceived impact on their reading habits.

Data Analysis Procedures: Quantitative data were analyzed through descriptive and inferential statistical methods, including paired samples t-tests to compare pre- and post-intervention scores within groups, and ANCOVA to control for initial differences between the experimental and control groups. Effect sizes were calculated to determine the practical significance of findings. Qualitative data were subjected to thematic analysis following Braun and Clarke's (2006) model, allowing the extraction of recurrent themes related to strategy awareness and reading confidence. Furthermore, triangulation of data sources was employed to enhance the credibility of the findings, ensuring that observed changes were attributable to the instructional intervention rather than extraneous variables.

Results and Discussion: This section presents the findings of the study regarding the impact of reading comprehension strategies on reading fluency and vocabulary acquisition among intermediate EFL learners. The data were analyzed both quantitatively and qualitatively to ensure a comprehensive understanding of the intervention's effects.

1. **Improvement in Reading Fluency:** After ten weeks of instruction, the experimental group showed a significant increase in reading fluency compared to the control group. Pre-test fluency scores for both groups were statistically similar. Post-test results indicated a notable divergence: The experimental group showed a significant increase in reading speed, improving from 92.4 words per minute (WPM) to 121.5 WPM, with an error rate decrease of 23%. The control group showed a slight increase, from 90.8 WPM to 98.2 WPM, with a 8% decrease in error rate.

Statistical analysis revealed a significant difference in reading fluency between the two groups, with a large effect size. Qualitative data from student journals supported these findings, with 83% of experimental group participants expressing more confidence in reading aloud and reporting that comprehension strategies helped them read faster and with better understanding.

2. **Gains in Vocabulary Acquisition:** Vocabulary acquisition was assessed through receptive and productive vocabulary tests. The experimental group showed a significant increase in receptive vocabulary, improving from 57% correct to 78%. The control group showed a modest improvement, from 58% correct to 64%.

Similarly, for productive vocabulary: The experimental group showed a notable increase, from 51% to 73%. The control group showed a more modest improvement, from 50% to 59%. Statistical tests confirmed that the experimental group significantly outperformed the control group in both receptive and productive vocabulary post-intervention. Additionally, thematic analysis of interview responses indicated that strategies such as clarification and questioning helped students improve their vocabulary awareness.

3. Experimental vs. Control Group: The comparative performance of the experimental and control groups is as follows: The experimental group showed a substantial improvement in reading speed, increasing from 92.4 WPM to 121.5 WPM. The control group showed a smaller increase in reading speed, from 90.8 WPM to 98.2 WPM. The experimental group demonstrated a 23% improvement in accuracy, compared to only 8% for the control group. In terms of receptive vocabulary, the experimental group improved by 21%, while the control group improved by 6%. The experimental group showed a 22% improvement in productive vocabulary, while the control group improved by 9%. Overall, the experimental group showed significantly greater gains in reading fluency and vocabulary acquisition than the control group.

4. Prediction Based on Current Data: Given the positive outcomes observed in this study, it is reasonable to predict that continued use of reading comprehension strategies will lead to long-term improvements in reading fluency and vocabulary acquisition among intermediate EFL learners.

The findings of this study provide compelling evidence for the effectiveness of reading comprehension strategies in improving reading fluency and vocabulary acquisition among intermediate EFL learners. The results are consistent with existing literature and highlight the importance of integrating these strategies into language learning curricula. Impact on Reading Fluency: The significant improvement in reading fluency observed in the experimental group (from 92.4 WPM to 121.5 WPM) aligns with previous studies that emphasize the role of comprehension strategies in enhancing reading fluency. Research by Rasinski et al. (2020) found that comprehension strategies, such as predicting and summarizing, facilitate faster reading by helping learners focus on meaning rather than word decoding alone. The increase in reading speed of the experimental group was accompanied by a decrease in errors, demonstrating that comprehension strategies do not only accelerate reading but also enhance its accuracy. This result is particularly important given that reading fluency is strongly correlated with overall language proficiency (Snow, 2010).

The control group's modest improvement in reading fluency (from 90.8 WPM to 98.2 WPM) suggests that traditional reading methods without explicit strategy instruction may have limited effects on fluency development. These results support the notion that mere exposure to reading is insufficient for substantial fluency gains. The significant gap

between the experimental and control groups further underscores the benefits of targeted instructional interventions focused on comprehension strategies. Enhancement of Vocabulary Acquisition: The experimental group also showed substantial improvements in vocabulary acquisition, both in receptive (57% to 78%) and productive (51% to 73%) vocabulary tests. This is in line with the findings of Laufer (2005), who posited that vocabulary learning is greatly enhanced when learners are actively engaged with texts and employ strategies like inference, clarification, and context-based guessing. The large gain in receptive vocabulary (21%) suggests that the experimental group was able to integrate new vocabulary items more efficiently due to the active nature of the strategy instruction.

The control group's vocabulary gains were smaller (receptive vocabulary: 58% to 64%, productive vocabulary: 50% to 59%), which may indicate that conventional methods, such as rote memorization or passive reading, are less effective in promoting long-term vocabulary retention and productive use. The disparity between the groups emphasizes the power of comprehension strategies in deepening lexical knowledge, as these strategies not only promote word recognition but also foster word usage in productive contexts. These findings echo those of Grabe (2009), who highlighted that reading comprehension strategies create cognitive frameworks that help learners process, retain, and retrieve new vocabulary. Moreover, as students actively question and make connections with the words they encounter, they are more likely to retain and apply these words in different contexts (Beck & McKeown, 2007).

The Role of Strategy Instruction in Language Learning: The improvement observed in both fluency and vocabulary acquisition can be attributed to the specific comprehension strategies employed during the intervention. Strategies such as predicting, summarizing, and questioning were designed to facilitate active engagement with the text, which is a key factor in fostering reading comprehension and vocabulary growth (Snow, 2010). These strategies encourage learners to interact with the text on a deeper level, moving beyond basic word recognition to a more complex understanding of content. Additionally, the emphasis on metacognitive strategies, such as self-monitoring and reflection, likely contributed to the learners' ability to improve both their reading speed and vocabulary.

This is consistent with the research of Pressley and Afflerbach (1995), who argue that metacognitive awareness is crucial for successful reading comprehension and vocabulary acquisition. The fact that the experimental group demonstrated more confidence in reading aloud further suggests that metacognitive strategies enhanced their awareness of their own reading process, which in turn may have facilitated better performance. Implications for Teaching Practice: The findings of this study have important implications for EFL teaching practice. Given the significant improvements in reading fluency and vocabulary acquisition observed in the experimental group, it is

recommended that reading comprehension strategies be integrated into EFL curricula as a regular part of instruction. Teachers should not only focus on providing reading material but also explicitly teach strategies that encourage learners to interact with texts in meaningful ways.

Moreover, the results suggest that vocabulary instruction should move beyond traditional methods and incorporate active reading strategies that encourage learners to engage with and reflect on new words in context. This approach could be particularly beneficial for intermediate learners, who may need more support in bridging the gap between receptive and productive vocabulary. Limitations and Future Research: While the study provides valuable insights into the effectiveness of reading comprehension strategies, there are several limitations that need to be considered. First, the study was conducted over a relatively short period (ten weeks), and long-term effects of strategy instruction on fluency and vocabulary acquisition remain unclear. Future studies should aim to track the learners' progress over an extended period to determine whether the gains observed in this study are sustained over time.

Additionally, the study focused only on intermediate EFL learners, and the results may not be generalizable to learners at other proficiency levels. It would be valuable to replicate this study with learners at various proficiency levels, as well as in different cultural and educational contexts, to examine the broader applicability of the findings. This study provides strong evidence that reading comprehension strategies are effective tools for improving both reading fluency and vocabulary acquisition in EFL learners. The significant gains made by the experimental group demonstrate that strategy-based instruction can have a profound impact on learners' ability to read more fluently and retain vocabulary more effectively. Given the increasing importance of reading proficiency in language acquisition, educators should consider incorporating these strategies into their teaching practices to foster greater success in EFL learning.

Conclusion: This study investigated the effectiveness of reading comprehension strategies in enhancing reading fluency and vocabulary acquisition among intermediate EFL learners. The findings highlight the significant positive impact of these strategies, demonstrating substantial improvements in both areas for the experimental group compared to the control group. The results indicate that reading comprehension strategies, such as predicting, summarizing, and questioning, significantly enhance reading fluency by increasing reading speed and reducing error rates. Furthermore, these strategies facilitate vocabulary acquisition by improving both receptive and productive vocabulary knowledge, supporting existing theories that active engagement with texts is crucial for deep language learning. These outcomes underscore the importance of integrating comprehension strategies into EFL curricula. Educators are encouraged to not only focus on exposing learners to reading material but also to teach strategies that enable students to engage meaningfully with texts. The study's findings also emphasize the need for a

shift in vocabulary instruction, moving beyond passive methods to active reading strategies that foster vocabulary retention and productive use.

However, the study's limitations, such as the short duration and focus on intermediate learners, suggest the need for future research to explore the long-term effects of these strategies across various proficiency levels and in different educational contexts. Expanding this research would help further validate the effectiveness of reading comprehension strategies in diverse settings and provide more comprehensive guidance for language educators. In conclusion, this study contributes valuable evidence to the field of language education, affirming that reading comprehension strategies play a vital role in enhancing reading fluency and vocabulary acquisition. By integrating these strategies into language teaching practices, educators can support their students in becoming more proficient and confident readers, ultimately improving their overall language competence.

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THE ROLE OF SCAFFOLDING IN TEACHING WRITING TO EFL LEARNERS

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Annotation: *Scaffolding is a crucial instructional approach in teaching writing to EFL learners, providing structured support that gradually decreases as students develop independent writing skills. This study examines the effectiveness of scaffolding techniques, including modeling, guided practice, peer collaboration, and teacher feedback, in enhancing writing proficiency. By integrating Vygotsky's (1978) sociocultural theory, which emphasizes the role of social interaction in learning, scaffolding enables students to bridge the gap between their current abilities and higher levels of writing competence. The research highlights how scaffolding fosters learners' confidence, coherence, grammatical accuracy, and overall writing fluency. Furthermore, the study explores how scaffolding strategies help students develop critical thinking, problem-solving skills, and a deeper understanding of writing conventions. The findings suggest that scaffolding not only improves students' writing skills but also enhances their motivation, engagement, and autonomy in the learning process.*

Key words: *scaffolding, writing instruction, EFL learners, guided practice, peer collaboration, teacher feedback, writing proficiency, language learning, sociocultural theory, independent learning*

Introduction: Writing is one of the most challenging skills for EFL learners, requiring not only grammatical accuracy but also coherence, organization, and creativity (Hyland, 2003). Many students struggle with expressing their ideas in a foreign language due to limited vocabulary, difficulties in structuring their thoughts, and a lack of confidence in their writing abilities (Hammond, 2001). To address these challenges, scaffolding has emerged as an effective instructional approach that provides temporary support to learners until they can perform writing tasks independently (Wood, Bruner, & Ross, 1976). Rooted in Vygotsky's (1978) sociocultural theory, scaffolding emphasizes the role of social interaction and guided instruction in learning, allowing students to progressively develop their writing skills with structured support.

This study aims to explore the effectiveness of scaffolding in teaching writing to EFL learners by analyzing various scaffolding strategies and their impact on students' writing skills. By examining both teacher-led and peer-supported scaffolding methods, this research contributes to a better understanding of how structured guidance can enhance writing proficiency, critical thinking, and learner independence. The findings

provide insights for educators on how to design effective scaffolding interventions that support EFL learners in developing their writing abilities.

Methodology: This study employs a mixed-methods approach, integrating both quantitative and qualitative research methods to explore the impact of scaffolding on EFL learners' writing development. A quasi-experimental design with a pre-test/post-test structure was used to assess students' writing proficiency before and after the implementation of scaffolding strategies. Additionally, qualitative data from classroom observations, student reflections, and teacher feedback were collected to gain deeper insights into the learning process.

This research is grounded in Vygotsky's (1978) sociocultural theory, which highlights the importance of social interaction and guided instruction in cognitive development. Bruner's (1983) scaffolding theory also serves as a framework, emphasizing the gradual removal of instructional support as learners gain proficiency. By integrating these theoretical perspectives, the study aims to evaluate the effectiveness of scaffolding in enhancing writing fluency, coherence, and structure in EFL classrooms.

Participants and Sampling: The study was conducted in an EFL academic writing course at a university in Uzbekistan. Participants were selected through purposive sampling based on the following criteria:

- Intermediate proficiency level (B1-B2 CEFR)
- Enrolled in an academic writing course
- No prior structured experience with scaffolding techniques
- Willingness to participate in the study

Participants were divided into two groups:

- **Experimental Group (Scaffolding-Based Instruction):** Received writing instruction incorporating scaffolding strategies such as teacher modeling, guided practice, and peer feedback.

- **Control Group (Traditional Writing Instruction):** Followed conventional writing instruction with minimal external support, focusing on independent composition and teacher corrections.

Instructional Procedure: The intervention lasted six weeks, with both groups receiving writing instruction for equal durations. However, the instructional methods differed:

Experimental Group (Scaffolding-Based Instruction)

- **Teacher Modeling (Hyland, 2007):** Instructors demonstrated writing techniques, including paragraph structuring and thesis development.

- **Guided Practice (Gibbons, 2002):** Students completed structured exercises with step-by-step guidance.

- **Peer Collaboration (Rezaei & Lovorn, 2010):** Learners engaged in peer review and collaborative editing.

- Constructive Feedback (Ellis, 2003): Teachers provided targeted, formative feedback rather than direct corrections.

Control Group (Traditional Writing Instruction)

- Independent Writing Tasks: Students wrote essays with minimal instructor support.
- Self-Editing and Rewriting: Revisions were based on personal judgment rather than structured guidance.
- Summative Feedback: Teachers provided general feedback after task completion without interactive support.

Quantitative Data Collection

- Pre-test and Post-test: Participants completed an academic writing task before and after the intervention. Writing was assessed based on fluency, coherence, organization, and grammatical accuracy.
- Survey on Writing Confidence and Perception: A Likert-scale questionnaire measured students' attitudes toward writing before and after the study.

Qualitative Data Collection

- Classroom Observations: Documented student engagement, participation levels, and responsiveness to scaffolding techniques.
- Student Reflections: Participants maintained learning journals to describe their writing experiences.
- Semi-Structured Interviews: Conducted with selected students to explore their perceptions of scaffolding's impact.

Quantitative Data Analysis

- Descriptive Statistics: Mean scores and standard deviations were calculated for pre-test and post-test results.
- T-tests: Used to determine statistical significance in writing improvements.

Qualitative Data Analysis

- Thematic Analysis (Braun & Clarke, 2006): Student reflections and interviews were coded into themes such as motivation, perceived improvement, and writing confidence.

Ethical Considerations: The study adhered to ethical research guidelines:

- Informed Consent: Participants voluntarily agreed to take part in the study.
- Confidentiality: Personal data was anonymized and securely stored.
- Academic Integrity: The research process followed transparent and objective methodologies.

Limitations and Future Research: While this study provides insights into scaffolding's role in EFL writing, some limitations exist:

- Short Duration: Six weeks may not fully capture long-term writing improvements.

- **Sample Size:** The study was conducted with a specific group of students, limiting generalizability.
- **Context-Specific Results:** Findings may differ in other linguistic and cultural contexts.

Future research should explore longitudinal effects of scaffolding, expand sample diversity, and integrate digital scaffolding tools to enhance EFL writing instruction.

Results and Discussion: Quantitative Findings: Impact on Writing Performance: The comparison of pre-test and post-test scores revealed a significant improvement in the writing performance of the experimental group (scaffolding-based instruction) compared to the control group (traditional instruction). Participants in the experimental group demonstrated enhanced coherence, organization, and grammatical accuracy, whereas the control group showed only moderate progress. Specifically, the experimental group's mean post-test scores were significantly higher, indicating that scaffolding strategies such as teacher modeling, guided practice, and peer feedback contributed to better writing outcomes. T-test results confirmed a statistically significant difference ($p < 0.05$) between the two groups, supporting the effectiveness of scaffolding in writing instruction.

Qualitative Findings: Student Perceptions and Engagement. Analysis of student reflections, classroom observations, and interview data highlighted key themes related to the benefits and challenges of scaffolding in writing instruction.

Increased Writing Confidence: Many students in the experimental group reported feeling more confident in their writing abilities. They expressed that breaking down writing tasks into smaller, guided steps reduced anxiety and allowed them to focus on improving specific aspects of their writing. These findings align with previous research suggesting that scaffolding fosters learner autonomy and self-efficacy (Gibbons, 2002; Hyland, 2007).

Improved Writing Coherence and Organization: Students who received scaffolding instruction demonstrated better understanding of paragraph structuring, thesis development, and logical flow. This aligns with Bruner's (1983) scaffolding theory, which emphasizes progressive skill development through structured support. Classroom observations confirmed that students in the experimental group were more engaged in pre-writing activities, such as brainstorming and outlining, which contributed to well-organized essays.

Challenges in Implementing Scaffolding: Despite its benefits, some students initially struggled with scaffolding due to the increased cognitive load. The requirement to actively engage in peer collaboration and self-reflection was challenging for learners accustomed to teacher-centered instruction. This suggests that scaffolding should be introduced gradually, ensuring that students adapt to interactive learning environments (Rezaei & Lovorn, 2010).

Discussion: Implications for EFL Writing Instruction: The findings of this study highlight the effectiveness of scaffolding in enhancing EFL learners' writing skills. Compared to traditional instruction, scaffolding facilitates deeper learning by providing structured support, enabling students to internalize writing strategies more effectively.

These results support previous studies indicating that interactive and student-centered approaches lead to better language acquisition (Vygotsky, 1978; Ellis, 2003). Furthermore, the study underscores the importance of peer collaboration and formative feedback in improving writing proficiency. However, implementing scaffolding requires careful instructional planning. Teachers must gradually transition from high-support to low-support instruction, ensuring that learners do not become overly dependent on guidance. Additionally, blended learning approaches, integrating digital scaffolding tools, could further enhance student engagement and writing development.

Conclusion: This study highlights the effectiveness of scaffolding techniques in improving the writing skills of EFL learners. The findings demonstrate that structured support, guided practice, and peer collaboration significantly enhance students' writing performance, leading to improvements in coherence, organization, and grammatical accuracy. The experimental group, which received scaffolding-based instruction, outperformed the control group, confirming the positive impact of step-by-step guidance on writing development.

Additionally, qualitative findings indicate that scaffolding not only enhances writing skills but also boosts learner confidence and fosters engagement. However, the study also reveals that the transition to a student-centered approach can be challenging for learners accustomed to traditional instruction. This suggests the need for gradual implementation and adaptive scaffolding strategies to cater to diverse learning needs. Future research could explore long-term effects of scaffolding on writing proficiency, examine digital scaffolding tools, and investigate its impact on different language proficiency levels. Overall, this study reinforces the importance of interactive, structured writing instruction in EFL classrooms and provides valuable insights for educators seeking to enhance learners' academic writing skills.

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THE INFLUENCE OF PODCASTS ON EFL LISTENING PRACTICES

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Annotation: Podcasts have emerged as an innovative tool in English as a Foreign Language (EFL) learning, particularly in enhancing listening comprehension skills. This study explores the effectiveness of podcasts in improving EFL learners' listening abilities by integrating them into regular language instruction. A mixed-methods approach was used to analyze learners' performance and perceptions before and after podcast-based listening training. The findings indicate that podcasts contribute to increased exposure to authentic language input, improved comprehension skills, and enhanced learner motivation. This study highlights the pedagogical benefits of incorporating podcasts into EFL curricula and provides recommendations for educators on effective implementation strategies.

Key words: Podcasts, EFL Listening, Authentic Input, Language Exposure, Comprehension, Motivation, Digital Learning, Technology in Education

Introduction: Podcasts have gained significant attention as an effective tool for improving listening comprehension in English as a Foreign Language (EFL) classrooms. Unlike traditional audio materials, podcasts provide authentic and engaging listening experiences, exposing learners to diverse accents, natural speech patterns, and real-world communication (Rost, 2016). Research suggests that podcasts enhance metacognitive listening strategies, allowing learners to monitor their comprehension and improve their ability to process spoken language more effectively (Rahimi & Katal, 2012). Additionally, their flexibility enables learners to control playback speed, repeat sections, and practice at their own pace, making podcasts a valuable resource for independent language learning (O'Bryan & Hegelheimer, 2007).

Despite these advantages, there is still a need to explore the extent to which podcasts influence EFL learners' listening comprehension skills. This study aims to investigate the effectiveness of podcasts in enhancing EFL students' listening abilities, motivation, and engagement. By employing a mixed-methods research approach, the study examines how exposure to podcast-based instruction impacts learners' comprehension and overall language proficiency. The findings will provide insights into best practices for integrating podcasts into EFL curricula and highlight their role in fostering autonomous learning.

Methodology: This study adopts a mixed-methods research design, combining both quantitative and qualitative approaches to examine the impact of podcasts on EFL listening comprehension. A quasi-experimental design with pre-test and post-test assessments was used to measure the effectiveness of podcast-based instruction compared to traditional listening exercises. Additionally, qualitative data from student reflections and classroom observations provided deeper insights into learners' engagement and attitudes toward podcast-based learning. The study is grounded in Krashen's (1982) Input Hypothesis, which emphasizes the role of comprehensible input in language acquisition, and Vandergrift's (2007) Metacognitive Listening Strategies Framework, which highlights the importance of active listening processes in improving comprehension.

Participants and Sampling: The study involved intermediate-level EFL learners (B1-B2 CEFR) enrolled in an academic English program at a university in Uzbekistan. A purposive sampling technique was used to select participants who met the following criteria:

- Enrolled in a listening skills course
- No prior experience with podcast-based learning
- Voluntarily agreed to participate in the study

Participants were divided into two groups:

- Experimental Group (Podcast-Based Instruction) – Engaged in listening activities using educational podcasts, including discussions, interviews, and storytelling sessions.
- Control Group (Traditional Listening Instruction) – Used textbook-based listening exercises with scripted dialogues and comprehension questions.

Instructional Procedure: The intervention lasted six weeks, with both groups receiving the same number of listening lessons but differing in methodology.

Experimental Group (Podcast-Based Learning)

- Authentic Podcasts: Learners listened to podcasts featuring real-life conversations, interviews, and news reports.
- Pre-Listening Activities: Students predicted content based on episode titles and discussed related vocabulary.
- While-Listening Strategies: Learners took notes, identified key ideas, and used transcript-based comprehension checks.
- Post-Listening Tasks: Students summarized episodes, participated in discussions, and completed reflection journals on their listening experiences.

Control Group (Traditional Listening Instruction)

- Textbook-Based Audio: Students listened to scripted dialogues aligned with course materials.
- Comprehension Questions: Learners answered multiple-choice and short-answer questions.

- **Teacher-Led Discussions:** The instructor explained key vocabulary and grammar structures.

Quantitative Data Collection

- **Pre-Test and Post-Test Assessments:**
 - Students completed a listening comprehension test before and after the intervention.
 - The test evaluated key skills such as main idea identification, inference-making, and understanding of idiomatic expressions.
- **Survey on Listening Confidence and Motivation:**
 - A Likert-scale questionnaire measured students' attitudes toward listening activities before and after the study.

Qualitative Data Collection

- **Student Reflections:** Learners maintained journals documenting their experiences with podcast-based learning.
- **Classroom Observations:** The instructor recorded student engagement and participation patterns.
- **Semi-Structured Interviews:** Selected students shared insights into their perceptions of podcast-based instruction.

Quantitative Data Analysis

- **Descriptive Statistics:** Mean scores and standard deviations were calculated for pre-test and post-test comparisons.
- **T-tests:** Used to determine statistical significance in listening comprehension improvements between groups.

Qualitative Data Analysis

- **Thematic Analysis (Braun & Clarke, 2006):**
 - Student reflections and interviews were coded into themes such as motivation, engagement, and comprehension strategies.

Ethical Considerations: The study adhered to ethical research principles, ensuring:

- **Informed Consent:** Participants were fully briefed and voluntarily agreed to participate.
- **Confidentiality:** Personal data was anonymized and securely stored.
- **Academic Integrity:** Data collection and analysis followed transparent and objective procedures.

Limitations and Future Research: While this study provides valuable insights, it has some limitations:

- **Short Duration:** Six weeks may not fully capture long-term listening development.

- **Sample Size:** Findings are based on a specific group of students and may not be generalizable.
- **Context-Specific Results:** Outcomes may vary in different cultural and linguistic settings.

Future research should investigate the long-term impact of podcasts on listening proficiency, explore their effects on learners of different proficiency levels, and examine the integration of interactive podcasting activities in EFL curricula.

Results and Discussion: Quantitative Findings: The comparison of pre-test and post-test results revealed that the experimental group, which used podcast-based instruction, showed significant improvement in listening comprehension compared to the control group. The average post-test scores of the experimental group were notably higher, indicating that exposure to authentic listening materials enhanced their ability to understand spoken English more effectively. Statistical analysis using t-tests confirmed that the difference in mean scores between the two groups was significant. These findings align with previous studies (Vandergrift & Goh, 2012; Graham, 2017) that emphasize the role of extensive listening practice in developing comprehension skills.

Additionally, survey results showed that students in the experimental group reported increased confidence in their listening abilities. Before the intervention, many participants expressed difficulties in understanding natural speech, dealing with accents, and following fast-paced dialogues. However, after six weeks of podcast-based learning, their self-reported confidence levels improved, suggesting that consistent exposure to real-life audio materials fosters better adaptation to natural speech patterns.

Qualitative Findings: Student Reflections and Perceptions.

Qualitative analysis of student reflections revealed several themes: engagement, motivation, and strategy use. Many students expressed enjoyment in using podcasts as a learning tool, highlighting their accessibility and relevance. Some noted that listening to real-life conversations helped them develop a better sense of pronunciation, intonation, and rhythm in spoken English. This supports findings by Field (2008), who argues that authentic materials enhance listening fluency. Furthermore, students in the podcast-based group frequently mentioned the effectiveness of pre-listening activities in preparing them for comprehension. Predicting content, discussing key vocabulary, and setting listening goals helped them actively engage with the audio material. These observations align with the metacognitive listening strategies proposed by Vandergrift (2003), which emphasize planning, monitoring, and evaluating listening processes.

Classroom Observations: Classroom observations confirmed that students in the experimental group displayed higher levels of participation during discussions. Unlike the control group, which relied heavily on teacher-led explanations, the podcast-based group engaged in peer discussions and actively shared insights. This supports the

argument by Rost (2011) that interactive listening tasks encourage deeper cognitive processing and retention of information.

Challenges and Limitations: Despite positive outcomes, some students faced initial difficulties in adapting to authentic audio materials. They reported struggling with unfamiliar accents, fast speech rates, and idiomatic expressions. However, as the intervention progressed, they developed strategies such as note-taking and repeated listening to enhance comprehension. This aligns with Siegel's (2014) research, which suggests that repeated exposure to authentic input gradually improves learners' ability to process real-world spoken language.

Discussion: The findings of this study support the effectiveness of podcasts in enhancing EFL learners' listening comprehension. The experimental group's significant improvement in test scores and increased confidence suggests that exposure to authentic, unscripted audio materials provides valuable linguistic input. These results are consistent with Krashen's (1985) Input Hypothesis, which states that comprehensible input plays a crucial role in second language acquisition. Additionally, the study highlights the importance of interactive and strategy-based listening approaches. The use of pre-listening tasks, note-taking, and peer discussions contributed to better comprehension and engagement. This aligns with the work of Goh (2010), who emphasizes the role of metacognitive instruction in improving listening skills.

However, the study also reveals that adapting to authentic listening materials requires time and practice. While students initially struggled with fast speech rates and unfamiliar accents, their gradual improvement suggests that regular exposure is key to overcoming these challenges. This finding is supported by Vandergrift & Tafaghodtari (2010), who argue that strategic listening practice enhances learners' ability to decode natural speech.

Overall, the results indicate that integrating podcasts into EFL listening instruction can be a highly effective approach. The study underscores the need for structured implementation, including guided listening activities and strategy-based training, to maximize the benefits of podcast-based learning.

Conclusion: This study examined the impact of podcasts on EFL learners' listening comprehension and engagement. The findings indicate that podcast-based instruction significantly enhances listening skills, as evidenced by the experimental group's improved test scores and increased confidence. The integration of authentic audio materials provided learners with exposure to real-life speech patterns, accents, and intonations, which contributed to their overall comprehension abilities. Furthermore, the study highlights the importance of metacognitive listening strategies, such as pre-listening tasks, note-taking, and peer discussions, in facilitating effective comprehension. While some students initially struggled with fast speech rates and unfamiliar vocabulary, their gradual improvement suggests that sustained exposure and strategic listening

approaches help learners adapt to authentic spoken English. These results align with previous research on the role of extensive listening practice in language acquisition (Vandergrift & Goh, 2012; Graham, 2017).

Despite its contributions, the study has certain limitations, including its short duration and relatively small sample size. Future research could explore the long-term effects of podcast-based learning and investigate its impact across different proficiency levels and learning contexts. Additionally, incorporating digital tools and interactive podcast activities could further enhance learner engagement and comprehension. Overall, the findings suggest that podcasts are a valuable resource for improving EFL listening skills. Educators should consider integrating structured podcast-based activities into their curriculum to create an engaging, immersive, and effective listening environment.

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BOSHLANG'ICH TA'LIMDA ZAMONAVIY ILM-FAN YUTUQLARIDAN SAMARALI FOYDALANISH USULLARI

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Annotatsiya: Ushbu maqolada ilmiy tadqiqotlarga asoslangan holda zamonaviy texnologiyalar va innovatsion usullar boshlang'ich sinf o'quvchilarining bilish faoliyatiga qanday ta'sir qilishi hamda ularni amaliyotga joriy etish yo'llari tahlil qilinadi.

Tayanch tushunchalar: texnologiya, innovatsion metod, platforma, STEAM, 3D texnologiya, geometrik shakl, model.

Abstract: This article, based on scientific research, analyzes how modern technologies and innovative methods affect the cognitive activity of primary school students and ways of their implementation.

Basic concepts: technology, innovative method, platform, STEAM, 3D technology, geometric shape, model.

Аннотация: В данной статье на основе научных исследований анализируется, как современные технологии и инновационные методы влияют на познавательную деятельность учащихся начальных классов и способы их реализации.

Основные понятия: технология, инновационный метод, платформа, STEAM, 3D-технология, геометрическая форма, модель.

Zamonaviy ilm-fan va texnologiyalar ta'lim tizimiga jadal suratda kirib kelmoqda. Xususan, boshlang'ich ta'limda fan-texnika yutuqlaridan samarali foydalanish o'quv jarayonini innovatsion yo'nalishda tashkil qilish va ta'lim sifatini oshirishga xizmat qiladi. Boshlang'ich ta'limda zamonaviy ilm-fan yutuqlaridan foydalanish o'quvchilarning bilim olish jarayonini samarali va qiziqarli qiladi. Ilmiy tadqiqotlar shuni ko'rsatadiki, zamonaviy texnologiyalar va innovatsion metodlarni qo'llash o'quvchilarning o'zlashtirish darajasini oshiradi va ularning shaxsiy rivojlanishiga ijobiy ta'sir ko'rsatadi.

Boshlang'ich ta'limda ilm-fan yutuqlaridan foydalanishning ahamiyati. Boshlang'ich sinflarda ta'lim sifatini oshirish uchun ilm-fan yutuqlaridan foydalanish quyidagi afzalliklarni beradi:

-o'quvchilarning qiziqishini oshiradi – interfaol texnologiyalar, vizual materiallar va gamifikatsiya ta'lim jarayonini qiziqarli qiladi;

-mustaqil fikrlashni rivojlantiradi – zamonaviy texnologiyalar orqali o'quvchilar mustaqil o'rganish va muammolarni hal qilish ko'nikmalarini shakllantiradi;

-individual yondashuvni ta'minlaydi – sun'iy intellekt asosida ishlab chiqilgan dasturlar har bir o'quvchining bilish darajasiga mos holda ta'lim berish imkonini yaratadi.

Zamonaviy ta'limda raqamli texnologiyalar muhim o'rin tutadi. Elektron darsliklar, interfaol testlar va ta'lim platformalari o'quvchilarning bilish jarayonini samarali tashkil qilish imkonini beradi. Tadqiqotlar shuni ko'rsatadiki, Khan Academy, Coursera, Edmodo, ClassDojo kabi platformalardan foydalanish o'quvchilarning o'zlashtirish darajasini 25-30% ga oshiradi [1]. Sun'iy intellekt yordamida individual ta'lim dasturlarini yaratish mumkin. Masalan, DreamBox Learning va Smartick kabi platformalar o'quvchilarning qobiliyatini tahlil qilib, ularga mos topshiriqlarni tavsiya qiladi. Bu esa boshlang'ich sinf o'quvchilarida fanlarni chuqurroq tushunishga yordam beradi.

Shuningdek, STEAM (Science, Technology, Engineering, Arts, Mathematics) yondashuvlari boshlang'ich sinf o'quvchilarida ijodiy va tanqidiy fikrlashni shakllantiradi. STEAM fanlari tanqidiy fikrlash, axborotni mustaqil izlash va tahlil qilish kompetensiyalari va malakalarining rivojlanishiga alohida urg'u berishini hisobga olgan holda, zamonaviy innovatsion iqtisodiyot talablariga javob beradigan umumta'lim dasturlari va yangi davlat ta'lim standartlari joriy etiladi [2]. Masalan, Lego Education, Arduino kits, Raspberry Pi kabi vositalardan foydalanish amaliy bilimlarni oshirishga yordam beradi. Virtual reallik va kengaytirilgan reallik texnologiyalari o'quvchilarga mavzularni vizual tarzda tushunishga yordam beradi. Masalan, Google Expeditions ilovasi yordamida bolalar turli tarixiy joylarga "sayohat" qilishlari mumkin. Tadqiqotlarga ko'ra, Virtual reallik va kengaytirilgan reallik texnologiyalari o'quvchilarning bilimlarini 40% ga oshiradi [3].

Boshlang'ich sinflarda bolalarda Matematika faniga qiziqishi yuqori bo'ladi, bunda biz mental arifmetika va o'yinli ta'lim (gamifikatsiya) o'quvchilarning matematik tafakkurini rivojlantirishimiz mumkin. Masalan, Abacus usuli orqali bolalar sonlarni tez hisoblash va xotira qobiliyatlarini oshirish imkoniga ega bo'ladilar .

Ilmiy tadqiqotlar natijalari va amaliy tavsiyalar. Ilmiy tadqiqotlar shuni ko'rsatadiki, zamonaviy texnologiyalar va ilm-fan yutuqlaridan foydalanish o'quvchilar motivatsiyasini oshirish bilan birga, ularning akademik natijalariga ham ijobiy ta'sir ko'rsatadi. OECD (2023) tomonidan o'tkazilgan tadqiqotga ko'ra, raqamli texnologiyalarni o'zlashtirgan o'quvchilarning o'rtacha baholari 15-20% yuqori bo'lgan. Quyida misol uchun 3D texnologiyalarning darslarga ta'sirini yoritib beramiz:

So'nggi yillarda ta'lim sohasida 3D texnologiyalar keng qo'llanilmoqda. 3D o'quv qurollari o'quvchilarga mavzularni aniq va vizual tarzda tushuntirishga yordam beradi.

Bu texnologiyalar ayniqsa, boshlang'ich ta'limda qiziqarli va samarali dars jarayonini tashkil etishga xizmat qiladi.

Avvalo, "3D o'quv qurollari nima?"- degan savolga javob bersak:

3D o'quv qurollari — bu uch o'lchamli modellar, bosib chiqarilgan jismoniy materiallar va virtual simulyatsiyalar orqali ta'lim jarayonini qo'llab-quvvatlovchi vositalardir. Ushbu texnologiyalar bolalarning ko'rish, eshitish va amaliy o'rganish qobiliyatlarini rivojlantirishga yordam beradi. 3D texnologiyalaridan foydalanish quyidagi afzalliklarni beradi:

✓ Vizual tushunishni kuchaytiradi – murakkab tushunchalarni 3D modellar orqali oddiy va tushunarli qilib tushuntirish mumkin;

✓ Ijodkorlik va qiziqishni oshiradi – o'quvchilar o'z qo'llari bilan modellar yaratishi va ulardan foydalanishi mumkin;

✓ Amaliy o'rganishni qo'llab-quvvatlaydi – fanlar (matematika, tabiiy fanlar, texnologiya va boshq.) sohasida tajribalar o'tkazish imkonini beradi.

Hozirda ko'p tarqalgan 3D Printerlari orqali bosilgan o'quv qurollari yordamida turli fanlarga oid o'quv materiallarini yaratish mumkin. Masalan:

-matematika uchun – uch o'lchamli geometrik shakllar (kub, prizma, piramida va h.k.);

-tabiiy fanlar uchun – hayvonlar va o'simliklarning modellarini bosib chiqarish, dunyo xaritalari, tog' tizmalari va daryo modellarini yaratish.

Boshlang'ich ta'limda 3D o'quv qurollari o'quvchilarning ta'limga bo'lgan qiziqishini oshirib, ularning bilimlarni chuqurroq o'zlashtirishiga yordam beradi. 3D printerlar, virtual va kengaytirilgan reallik vositalari, hamda interfaol 3D simulyatsiyalar orqali ta'lim jarayoni yanada samarali va qiziqarli bo'lishi mumkin. Shu sababli, boshlang'ich ta'lim tizimida 3D texnologiyalarini keng joriy etish zamon talabiga aylanmoqda. Tadqiqotlarga ko'ra, 3D bosib chiqarilgan o'quv materiallari bolalarning mavzuni tushunish darajasini 35-40% ga oshiradi .

Zamonaviy ilm-fan yutuqlaridan samarali foydalanish boshlang'ich ta'limda o'quv jarayonini innovatsion va interfaol tarzda tashkil qilish imkonini beradi. Elektron ta'lim platformalari, sun'iy intellekt, STEAM yondashuvi, virtual reallik texnologiyalari va mental arifmetika usullari boshlang'ich sinf o'quvchilarining bilish jarayonini yanada samarali qiladi. Zamonaviy dunyo talablariga mos ravishda boshlang'ich ta'limda axborot texnologiyalari bilan ishlash asoslarini o'rgatish kelajakdagi raqobatbardoshlikni oshiradi. Masalan, dastlabki kompyuter va robototexnika darslari mehnat bozorida talab qilinadigan texnik bilimlarning asosidir. Boshlang'ich sinf o'qituvchisi o'quvchilarda yashirin qobiliyatlarni rivojlantirish va muammolarga ijodiy yondashuvni shakllantirishni o'rgatish asosida mehnat bozorida muvaffaqiyat qozonishning muhim omilini yaratadi. Hozirgi zamonaviy texnologiyalar bilan biz o'quvchilarni chiroyli husnixatini ham

shakllantira olishimiz mumkin. Chiroyli yozuv ko'nikmalariga o'rgatishning istiqbolli amaliyotida uni o'qitishning zamonaviy innovatsion texnologiyalarini ishlab chiqish ham muhim o'rin tutadi. Bunda ayniqsa, masofaviy ta'lim texnologiyasi, aralashta'lim texnologiyasi, raqamli ta'lim texnologiyasi va klaster ta'lim texnologiyasi asosida o'qitishning metodikasini yaratish istiqbolli amaliyotlardan biridir. [4]. Ilmiy tadqiqotlar shuni ko'rsatadiki, bunday yondashuvlar o'quvchilarning fanlarga qiziqishini oshirish bilan birga, ularning bilimlarini ham chuqurlashtirishga yordam beradi. Shu sababli, boshlang'ich ta'lim tizimida zamonaviy texnologiyalarni keng joriy etish dolzarb masalalardan biri hisoblanadi.

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QO'LNING SO'ZSIZ TILI: HAQORATGA AYLANADIGAN IMO-ISHORALAR

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Annotatsiya: maqolada odamlar orasida haqorat sifatida qabul qilinadigan harakatlar to'g'risida ayrim mulohazalar keltirilgan (rasmlar www.alamy.com saytidan olingan).

Kalit so'zlar: haqorat, ekspert, so'kinish, kamsitish, imo-ishora, lingvistik ekspertiza, lingvokriminalistika.

Annotation: The article presents some considerations on actions that are perceived as insults among people (images taken from www.alamy.com).

Keywords: insult, expert, swearing, discrimination, gesture, linguistic examination, linguistic forensics.

KIRISH

Dunyo miqyosida globallashuv, integratsiyalashuv va transformatsiyalashuv davrida o'zgalarning obro'sini tushirishga, qadr-qimmatini kamsitishga qaratilgan ma'lumotlarni qasddan tarqatish, haqoratlash hamda insonlarning sha'nini toptash kabi holatlar har kungidan-da ko'payib bormoqda. Ayrim shaxslarga nutqiy faoliyat (og'zaki va yozma), harakat va holat, xususan, imo-ishoralar juda qulay, anonim va shu bilan birga jazosiz tuyuladi. Ushbu kabi holatlar lingvistik ekspertizani talab qilishi tabiiy hol, ammo obro'sizlantirish deb qaralayotgan bunday faoliyat mahsullari uchun xulosalar berishning ilmiy-nazariy asoslari yetarli darajada o'rganilmagan. Aynan biz tadqiq qilayotgan mavzu ham shunday muammoli vaziyatlar va ularning til bilan bog'liq bahsli masalalarini imkon qadar hal etishga erishishga qaratilgan.

Yaratilgan qonunlar nimani qilish mumkin-u, nimani qilish mumkin emasligini, umuman olganda, ruxsat va taqiqlarni belgilab beradi. Jinoyat kodeksida shaxsni haqorat qilish mumkin emasligi va unga belgilangan tartibda jazo chorasi tayin ekanligi keltirib o'tilgan. Ammo, so'z, ibora, gap, xatti-harakat va imo-ishoraning haqorat bo'lishi aniq tartibda chegaralab berilmagan. Bu esa o'z navbatida bir necha fanlar doirasida maxsus bilimlarga ega bo'lgan mutaxassis (ekspert)lar tomonidan amalga oshiriladigan vazifa hisoblanadi.

ASOSIY QISM

Shaxsning qadr-qimmatini kamsituvchi haqorat mazmunidagi xatti-harakat (imo-ishora)larga to'xtalishdan avval haqorat mazmuniy birligining ma'nolarini ko'rib chiqamiz. O'zbek tilining izohli lug'atida **"Haqorat"** [a. – pastlik, razillik, tubanlik; pastkashlik; tahqirlash]

1. Kishining or-nomusi, shaxsiyatini pastga uradigan, tahqirlovchi ma'no-mazmunli so'z, gap.

2. Shunday ma'no-mazmunli muomala, xatti-harakat, holat[1].

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ko'rinib turganidek, haqorat faqatgina nutqiy faoliyat mahsuli orqali ro'y beradigan hodisagina emas, balki xatti-harakat va imo-ishoralar orqali ham namoyon bo'lishi mumkin bo'lgan faoliyat ekan. Xususan, O'zbekiston Respublikasi Jinoyat kodeksida 140-modda aynan haqorat qilish va uning huquqiy oqibatlari haqida bo'lib, "Haqorat qilish, ya'ni shaxsning sha'ni va qadr-qimmatini beodoblik bilan qasddan tahqirlash..."[2] sifatida qaralgan. Buni tadqiqotchilarning quyidagi fikrlari bilan yanada mustahkamlash mumkin. Ekspert N.Y.Najmidinova "Haqorat – bu shaxs sha'ni va qadr-qimmatini qasddan kamsitish maqsadida odobsiz shaklda ifodalangan gap yoki xatti-harakat"[3], deya baholaydi. Boshqa bir tadqiqot ishida "Haqorat – og'zaki yoki yozma ko'rinishda bo'lishi mumkin bo'lgan mental birlik bo'lgan tushunchadir"[4] degan xulosaga keladi. N.Zamonov fikricha, "Bunda shaxs uyatsiz ravishda qoralanadi, unga salbiy baho beriladi. Haqorat qilish so'kinish, kamsitish, turli xil qiliqlar qilish orqali va boshqa shakllarda ifodalanib, shaxsning sha'ni va qadr-qimmatini yerga urishga qaratilgan bo'lishi kerak"[8].

Ko'rinib turganidek, bir necha tadqiqotchilarning ishlarida haqorat xatti-harakat, imo-ishora va qiliqlar orqali ifodalanishi mumkinligi keltirib o'tilgan. Shunga tayanib, shaxsning sha'ni va obro'sini kamsituvchi vositalarga harakat va qiliqlarni qo'shish uchun yetarlicha asos mavjud ekan. Ushbu vositalardan bir nechtasini tahlilga tortishga harakat qilamiz:

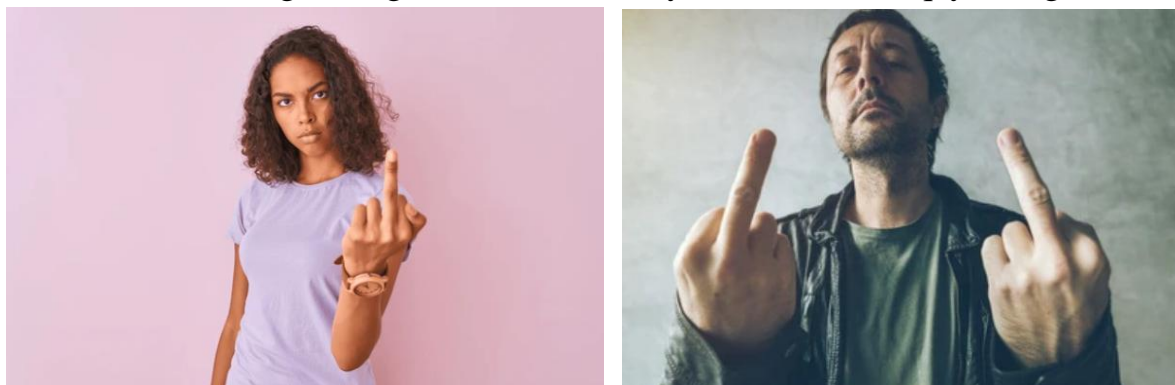
1. Ko'satkich barmoqni peshonaning yon tarafiga qo'yish va ikki yon tarafga qisqa harakatlantirish bilan o'sha insonning aqli pastligi yoki noo'rin harakat qilayotganiga ishora qilinadi (1–rasm). Bu ishora nafaqat bizning madaniyatlarda, balki boshqa ko'plab xalqlarda ham insonning fikrlashi va qaror (xulosa yoki to'xtam)lari noto'g'ri ekaniga ishora qilinadi. Bu ishoraga madaniy konteks sifatida qaralganda turli xalqlarda mazmuni o'xshash bo'lsa-da, ifoda shakli farq qilishi mumkin. Masalan, ayrim joylarda peshonaga qoqish yoki chakkaga urish orqali ham shu ma'no anglashilishi mumkin.

"Aqling joyidami?" deb kinoya qilish yoki "tentak" sifatida masxara qilish maqsadida ishlatiladi. Ta'kidlash lozimki, bu ishora orqali insonning aqliy faoliyati yoki ruhiy faoliyati shubha ostiga olinadi deb baholash mumkin.



1-rasm.

2. Qo‘lning o‘rta barmog‘ini ko‘rsatish (2-rasm). Dunyoning deyarli barcha madaniyatlarida insonning jinsiy a‘zosiga ishora qilinib, haqorat sifatida qaraladi. Bu ishoraning tarixi qadimgi Rim va Yunon madaniyatlariga borib taqaladi. Rimliklar o‘rta barmoqni “*digitus impudicus*” (uyatsiz barmoq) deb atashgan. Og‘zaki nutq jarayonida, xususan, kinolar, sport musobaqalari, ommaviy axborot vositalari va ijtimoiy tarmoqlarda asosan shaxsiy norozilik, g‘azab, hurmatsizlik yoki provakatsiya ifodasi (*ba’zi o‘rinlarda hazil ma’nosida ham – bu haqida quyida batafsil ma’lumot beramiz*) sifatida qo‘llanib kelinadi. Ma’lumot o‘rnida aytish joizki, mashhur beysbol o‘yinchisi Old Hoss Radburn 1886-yilda jamoadoshlari bilan rasmga tushayotib, kameraga o‘rta barmog‘ini ko‘rsatgan – bu holat tarixda suratga tushgan birinchi bunday ishora sifatida qayd etilgan.



2-rasm.

3. “OK” ishorasi (bosh barmoq bilan ko‘rsatkich barmoqning doira hosil qilinishi) (3-rasm). Bugungi kunda “OK” so‘zini ishlatish urf bo‘lgan. SMS yoki messenjerdagi yozishmalarda “mayli”, “yaxshi”, “tushundim” demasdan “Ok” deb yozishadi. Qiynalib o‘tirish kimga yoqadi? Ikkitagina harf – OK. Lekin nima deyishayotganini o‘zlari ham bilmaydilar. “Okey”ning so‘z ma’nosi va imo-ishora ma’nosi bor. Ikkisi ikki xil tarixga va ma’noga ega.

Birinchi “OK” inglizcha “all correct” – hammasi yaxshi degani. Ilk marta esa “orl korrek” deb ishlatilgan. AQShda prezident Martin Van Byurenning saylov kampaniyasida ham ishlatilgan. Old Kinderhook (ko‘hna Kinderxuklik) so‘zining qisqartmasi keyinroq O.K.ga aylanib ketadi.

Ikkinchi “OK” belgisi esa qadimdan mavjud. U Gretsiyada “sevgi izhori”ni, Buddizmda “ichki xotirjamlik”ni anglatadi, Yaponiyada “tanga” ma’nosida, Yevropada

avval “uzuk” ma’nosida ishlatiladi. G’avvoslarning so‘zlashuvida esa “hammasi joyida” degani. Lekin Fransiya va Tunisda “Okey” belgisini ko‘rsatsangiz “nol”, “hech nimaga arzimaydi” degan ma’no anglatadi. Gretsiya va yaqin Sharqda, Argentina, Chili, Salvador, Meksika, Germaniyada esa butunlay haqoratli. “Okey” belgisini ular “Sen ahmoqsan!” deb tushunadi, qo‘pollik, uyatsiz imo-ishora deb qabul qilishadi. Arablarda esa “yomon ko‘z”, “la’nat” belgisi[9] sifatida qaraladi.



3-rasm.

NATIJALAR

Ma’lum bir gapni haqorat deb hisoblashda u gapning haqiqatga mos yoki yolg‘on ekanligi ahamiyatga emas, uning beodob shaklda, axloq normalariga zid ravishda ifoda etilishi muhim. Masalan, nogirongligi bor bo‘lgan insonga “sen eshitmas, karsan”, deyish mazmunan haqiqatga mos kelar, lekin bu beodoblarcha birovni sha’n va qadr-qimmatini kamsitib aytilayotgani tufayli haqorat hisoblanishi kerak. Shuni inobatga olish kerakki, har qanday tahqirlash ham haqorat deb topilavermaydi. Bunda shaxsning sha’n va qadr-qimmatini yerga urilishi kerak va bu jamiyatdagi axloq qoidalariga zid ravishda amalga oshirilishi zarur. Deylik, shaxs o‘zini o‘zi juda yaxshi ko‘radi. U o‘ziga nisbatan aytilgan konstruktiv tanqidni ham tahqirlash (yerga urish) sifatida baholab, buni haqorat deb qabul qilishi mumkin. Ammo bunday qilmish haqorat hisoblanmaydi. Sababi mazkur vaziyatda haqiqatga zid bo‘lmagan tanqid orqali shaxsga nisbatan salbiy baho berilayotgani rost, ammo u nomaqbul shaklda – beodoblik bilan ifodalanmagan.

So‘kish va haqorat so‘z, xatti-harakatni qo‘llash axloqiy nuqtayi nazardan jamoat ongi tomonidan qoralanadi, ammo bu birlik va vositalarni mutlaq taqiqlangan deyish xato bo‘ladi. Masalan, jamoat ongi ulardan foydalanishni oqlashi mumkin bo‘lgan holatlar ham mavjud (*jumladan, do‘stlar davrasida yumoristik ruhda, ijodkorning badiiy matndagi personajni tavsiflashi uchun, so‘z o‘yini maqsadlarida, hazil-mutoyiba maqsadlarida va shunga o‘xshash boshqa holatlarda*)[3].

MUHOKAMA

Huquqni muhofaza qilish organlari bilan ishlash amaliyoti shuni ko‘rsatadiki, lingvokriminalist mutaxassislar haqorat belgilarini aniqlash, inson sha’ni va qadr-qimmatini himoya qilish bo‘yicha uslubiy tavsiya va ko‘rsatmalarga juda ham muhtoj.

Shu nuqtayi nazardan, ba'zi lingvist tadqiqotchilar haqorat mazmuniy birligini ifoda qiluvchi leksik birliklar, xususan, xatti-harakat, imo-ishora va qiliqlar lug'ati (ro'yxati)ni tuzishni taklif qiladilar. Shubhasiz, bunday lug'atlarni tuzishga to'la imkoniyatlar mavjud. Lekin bunda leksik birliklarning kontekstda va xatti-harakatlarning nutqiy vaziyatlarda bajaradigan vazifasi to'la aks etmasligi mumkin. Shuningdek, har bir leksik birlikka misollar keltirish, ma'lum vaziyatda xatti-harakatlar haqorat sifatida qaralishi va boshqa vaziyatda esa o'zgacha vazifani bajarishi mumkin bo'lgan aniq misollarni qayd qilish juda ham murakkab ish hisoblanadi.

XULOSA

Haqorat va so'kinish mazmunidagi har qanday nutqiy faoliyat vositalari shaxsni obro'sizlantirish, qadr-qimmatini kamsitish xarakteriga ega bo'lib, bunda faqat o'zbek tilidagi birliklardan emas, turli chet tillari, lahja elementlari, ishoralardan foydalanish ham ko'zga tashlanishi mumkin. Lingvistik ekspertiza jarayonida haqorat va so'kinish mazmunini ifoda etuvchi turli tillardagi aralash materiallarni ekspertiza qilishda haqorat va so'kinishning salbiy bo'yoqdorlik darajasiga alohida e'tibor qaratilishi lozim. Shu bilan birga, haqorat mazmunli faoliyat va uning vositalarida huquqiy va lingvistik jihatlar mavjud bo'lib, ekspertiza jarayonida lingvo-ekspert ana shu darajalarni farqlashi maqsadga muvofiq.

Xulosa qilib aytganda, haqorat mazmunli xatti-harakatlar jamiyatda nafaqat shaxsiy munosabatlarga, balki ijtimoiy barqarorlikka ham o'z ta'sirini o'tkazmay qolmaydi. Bunday xatti-harakatlar bevosita inson qadr-qimmati, obro'si va sha'ni buzilishiga olib kelishi tayin. Natijada nizo va tushunmovchiliklar boshlanib (avj olib), jamiyatda ishonch va hurmat tamoyillari zaiflashishga olib keladi. Hozirgi davrda, ayniqsa, raqamli makonning kengayishi haqoratning yangi ko'rinishlarini keltirib chiqarmoqda. Ijtimoiy tarmoqlarda anonimlik imkoniyati ayrim shaxslarni mas'uliyatsiz harakatlarga undashi, kiberbulling[10] va onlayn zo'ravonlik holatlarini ko'paytirishi mumkin. Shu boisdan, huquqiy chora-tadbirlarni kuchaytirish, ta'lim orqali axloqiy qadriyatlarni mustahkamlash va fuqarolarning huquqiy ongi va madaniyatini oshirish zarurati ortib bormoqda. Shuningdek, xalqaro tajriba shuni ko'rsatadiki, haqoratga qarshi kurashda jamoatchilik nazorati va xabardorlik kompaniyalari samarali vositalardan biridir. Bunda "oilaviy tarbiya-ta'lim tizimi-ommaviy axborot vositalari" tizimi muhim rol o'ynaydi. Bizning ushbu kichik tadqiqot ishimiz ham shu maqsadga muayyan darajada xizmat qiladi deb o'ylaymiz.

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EU-CENTRAL ASIA CLIMATE COOPERATION: ALTERNATIVE STRATEGIES FOR UZBEKISTAN'S SUSTAINABLE DEVELOPMENT

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Abstract. *This article examines the evolving paradigm of climate cooperation between the European Union and Central Asian states, with particular emphasis on developing alternative sustainability frameworks for Uzbekistan. Through critical analysis of multilateral initiatives, policy convergence mechanisms, and adaptive governance structures, this research identifies strategic imperatives for transcending conventional environmental cooperation models. The study synthesizes empirical evidence from recent diplomatic engagements, including the watershed 2025 Samarkand Summit on Climate Change, to formulate a comprehensive theoretical framework that integrates technological innovation, institutional capacity building, and transboundary resource management. The findings reveal significant potential for asymmetric knowledge transfer between the EU's established climate governance architecture and Central Asia's emerging environmental policy landscape. By interrogating the interplay between geopolitical realities, ecological vulnerabilities, and development trajectories, this article advances novel conceptualizations of climate diplomacy that account for the region's unique socio-economic constraints while leveraging its untapped renewable energy potential. The proposed alternative strategies constitute a transformative approach to Uzbekistan's sustainable development, predicated on adaptive governance, technological leapfrogging, and regional environmental cooperation.*

Keywords: *climate governance, EU-Central Asia relations, sustainable development, adaptive policy frameworks, renewable energy transition, water security, transboundary cooperation, institutional capacity building, Samarkand Summit, climate diplomacy, Central Asian environmental policy*

Introduction

The intersection of climate change imperatives and geopolitical realignments has propelled EU-Central Asia environmental cooperation to unprecedented prominence in contemporary international relations. As the anthropogenic climate crisis accelerates with alarming velocity, the imperative for substantive cross-regional partnerships has transcended conventional diplomatic paradigms, emerging as a cornerstone of strategic engagement between disparate political entities confronting shared existential challenges. Within this rapidly evolving landscape, Uzbekistan occupies a position of particular significance—a pivotal state navigating the complex transition from carbon-intensive development models toward sustainable alternatives while simultaneously reconfiguring its regional and international partnerships.

The Central Asian region presents a compelling nexus of climate vulnerability and adaptive potential. Characterized by acute water scarcity, accelerating desertification processes, and profound exposure to temperature anomalies, the region's environmental fragility is exacerbated by its post-Soviet institutional architectures and resource-dependent economic structures. Concurrently, the European Union has established itself as a normative vanguard in climate governance, developing sophisticated regulatory frameworks, technological innovations, and market mechanisms that constitute valuable knowledge repositories for transitional economies. This asymmetry creates fertile ground for multidimensional cooperation predicated on complementary strategic interests and shared sustainability objectives.

Recent diplomatic engagements have crystallized this emerging partnership, culminating in the landmark Samarkand Summit on Climate Change of 2025—a watershed moment in redefining the parameters of EU-Central Asian environmental cooperation. This pivotal conclave has generated renewed momentum for innovative approaches to climate challenges that transcend conventional assistance paradigms, instead emphasizing co-creation of adaptive governance models tailored to Central Asia's distinctive socio-ecological realities.

The resulting frameworks reflect a sophisticated integration of European technological expertise with contextually appropriate implementation strategies that acknowledge the region's unique developmental trajectory.

This article interrogates the transformative potential inherent in this evolving partnership, with particular emphasis on alternative sustainability pathways for Uzbekistan. By critically examining the intersection of diplomatic initiatives, policy transfer mechanisms, and implementation modalities, this research aims to formulate a comprehensive theoretical framework for understanding and enhancing climate cooperation between these distinct geopolitical entities. Central to this analysis is the identification of strategic leverage points where European experience can catalyze accelerated sustainability transitions while respecting the socio-economic imperatives of Central Asian development priorities.

The research is guided by several interconnected questions of substantial theoretical and practical significance: How can asymmetric knowledge transfer between advanced and transitional environmental governance systems be optimized? What institutional architectures most effectively facilitate cross-regional policy learning? How might technological leapfrogging enable Uzbekistan to bypass carbon-intensive developmental stages? And critically, what alternative models of climate cooperation might transcend conventional donor-recipient paradigms to establish genuinely reciprocal partnerships?

Through rigorous analysis of empirical evidence derived from diplomatic communications, policy documents, and stakeholder engagements, this article develops a multidimensional understanding of EU-Central Asian climate relations. The findings

suggest that conventional approaches frequently underestimate both the complexity of regional environmental challenges and the innovative potential inherent in tailored cooperation frameworks. By reconceptualizing climate cooperation as a dynamic process of mutual learning rather than unidirectional knowledge transfer, this research identifies promising alternative strategies for addressing Uzbekistan's distinctive sustainability challenges.

The transformative potential of these alternative approaches extends beyond environmental parameters to encompass broader questions of governance, economic development, and regional integration. Indeed, the climate cooperation frameworks emerging from recent EU-Central Asian engagements represent a significant recalibration of international relations in the region—one predicated on shared ecological imperatives rather than conventional geopolitical calculations. This paradigmatic shift offers promising avenues for transcending historical tensions and establishing collaborative mechanisms with applications beyond the environmental sphere.

As we progress through this analysis, particular attention will be devoted to the practical implementation challenges that frequently undermine well-intentioned climate initiatives in transitional contexts. These include institutional capacity constraints, regulatory fragmentation, financing limitations, and technological barriers. By identifying these impediments with precision and proposing contextually appropriate solutions, this article aims to bridge the persistent gap between aspirational climate diplomacy and substantive implementation—a critical contribution to both theoretical understanding and practical advancement of sustainable development in the Central Asian context.

Current Climate Challenges in Central Asia

The Central Asian region represents a particularly vulnerable nexus of climate-related challenges that are intensifying with alarming rapidity. The region's distinctive geographical characteristics—spanning vast arid territories, glacial formations, and transboundary water systems—create complex interdependencies between environmental degradation vectors that defy simplistic mitigation approaches. This multidimensional vulnerability is further exacerbated by institutional fragmentation, economic constraints, and competing developmental priorities that frequently relegate environmental imperatives to secondary consideration.

Regional Vulnerabilities

Central Asia's most pressing climate vulnerability manifests in its precarious hydrological systems. The region depends significantly on glacial meltwater from the Tian Shan and Pamir mountain ranges, which feed critical river systems including the Amu Darya and Syr Darya. Scientific projections indicate that regional glaciers have lost approximately 27% of their mass since 1961, with accelerated depletion rates documented in the past two decades (Xenarios et al., 2023). This glacial retreat threatens the water

security of approximately 70 million inhabitants across the region's five states, potentially triggering cascading consequences for agricultural production, hydroelectric generation, and domestic consumption patterns.

Concurrently, desertification processes have intensified dramatically, with satellite imagery revealing a 12% expansion of degraded lands since 2000 (International Land Coalition, 2024). The Aralkum Desert—formed from the desiccated Aral Sea basin—represents perhaps the most dramatic manifestation of anthropogenic environmental transformation, generating toxic dust storms that transport contaminants across national boundaries. These processes demonstrate the transnational character of Central Asian climate challenges, necessitating coordinated response frameworks that transcend national jurisdictions.

Temperature anomalies present a third critical vulnerability vector, with regional warming occurring at approximately 1.6 times the global average (IPCC, 2023). This accelerated warming has profound implications for agricultural productivity, public health outcomes, and urban livability. Heat-related mortality has increased by 23% since 2000, disproportionately affecting vulnerable populations with limited adaptive capacity (WHO Regional Office for Europe, 2024).

Uzbekistan's Specific Challenges

Within this regional context, Uzbekistan confronts distinctive climate challenges arising from its specific geographical, economic, and demographic characteristics. As Central Asia's most populous state with 36 million inhabitants, Uzbekistan faces particularly acute pressures on its water resources and agricultural systems. The country's heavy dependence on irrigated agriculture, which consumes approximately 90% of available water resources while contributing 28% to GDP and employing 27% of the workforce, creates profound tensions between economic imperatives and environmental sustainability (World Bank, 2024).

Uzbekistan's energy infrastructure represents another critical vulnerability node. The country's electricity generation remains overwhelmingly dependent on fossil fuels, with natural gas constituting 85% of the generation mix (IEA, 2024). This carbon-intensive energy system contributes substantially to the country's emissions profile while also exposing the economy to international decarbonization pressures that could affect export markets for gas and petroleum products.

The Aral Sea catastrophe continues to exact particular toll on Uzbekistan's Karakalpakstan region, where desertification has decimated traditional livelihoods and triggered significant internal migration flows. Health impacts from airborne salt and pesticide residues remain prevalent, with respiratory disease rates exceeding the national average by 37% (Ministry of Health, Republic of Uzbekistan, 2024).

Economic and Social Impacts

The economic consequences of climate change in Central Asia have been estimated at potential GDP losses of 1.3-2.9% annually by 2050 under current emission trajectories (ADB, 2024). In Uzbekistan specifically, agricultural productivity is projected to decline by up to 20% in key cotton and wheat production regions without substantive adaptation measures, threatening both food security and export revenues (FAO, 2024).

Social impacts manifest across multiple dimensions, including heightened competition for diminishing resources, climate-induced migration, and exacerbation of existing vulnerabilities. Women, rural populations, and economically marginalized communities bear disproportionate adaptation burdens due to their limited access to information, technology, and financial resources. These differential impacts underline the necessity of integrating social equity considerations into climate response frameworks.

The transboundary nature of Central Asian climate challenges introduces additional complexities related to resource governance. Tensions over water allocation between upstream hydropower interests and downstream agricultural priorities have periodically strained regional relations, demonstrating the inextricable connection between climate adaptation and regional security architectures. This nexus of climate vulnerability and geopolitical sensitivity creates both challenges and opportunities for external engagement, particularly from actors like the European Union with substantial experience in transboundary environmental governance.

EU Climate Policies and Experience

The European Union has emerged as a global normative leader in climate governance, developing sophisticated regulatory frameworks, technological innovations, and market mechanisms that constitute valuable knowledge repositories for transitional economies. This leadership position stems from decades of iterative policy development that has progressively integrated climate considerations across multiple governance domains while navigating complex political and economic constraints.

Evolution of EU Climate Governance

The EU's climate policy architecture has evolved from modest beginnings to comprehensive integration across multiple governance levels. The initial European Climate Change Programme (2000) established foundational coordination mechanisms that evolved into increasingly ambitious frameworks. The transformative 2020 Climate and Energy Package introduced binding targets for emissions reduction (20%), renewable energy deployment (20%), and energy efficiency improvements (20%), creating concrete implementation pathways through the burden-sharing agreement (European Commission, 2020).

This evolutionary trajectory culminated in the European Green Deal (2019), which represents the most comprehensive climate governance framework yet implemented in any major economic bloc. The Green Deal's significance lies not merely in its headline commitment to carbon neutrality by 2050, but in its systematic integration of climate

imperatives across economic sectors, regulatory domains, and policy instruments. This mainstreaming approach has transformed climate action from a discrete policy domain to a fundamental organizing principle for European economic and social development.

The European Climate Law (2021) further institutionalized these commitments by enshrining the climate neutrality objective in binding legislation and establishing governance mechanisms for monitoring progress and adjusting implementation pathways. This legal anchoring reduces policy volatility and provides stable investment signals—critical considerations for long-term infrastructure development and industrial transformation.

Key Policy Instruments and Mechanisms

The EU Emissions Trading System (EU ETS) stands as perhaps the most sophisticated carbon pricing mechanism globally, covering approximately 40% of EU emissions across energy-intensive industries, power generation, and aviation. Its evolutionary development offers valuable lessons in market design, allocation methodologies, and compliance mechanisms. Recent reforms strengthening the Market Stability Reserve and progressive reduction of free allowances demonstrate practical approaches to enhancing system effectiveness while managing economic impacts.

The Renewable Energy Directive and Energy Efficiency Directive have established comprehensive frameworks for transforming the energy system through binding national targets, support scheme harmonization, and regulatory standardization. These directives have fostered rapid deployment of renewable capacity, with renewables accounting for 37.5% of EU electricity generation in 2022 (Eurostat, 2023). The emergence of regulatory innovations like power purchase agreements, capacity mechanisms, and grid priority access illustrates the institutional adaptations necessary to accommodate high renewable penetration.

The Circular Economy Action Plan represents another innovative dimension of EU climate governance, addressing embodied emissions through product lifecycle approaches. By establishing frameworks for sustainable product design, extended producer responsibility, and waste minimization, this initiative demonstrates the importance of consumption-based approaches to complement production-focused emission reduction strategies.

Transferable Lessons and Adaptable Models

Several elements of the EU climate experience offer particular relevance for Central Asian contexts. The Just Transition Mechanism provides a structured approach to managing socioeconomic impacts of decarbonization, with dedicated financial instruments supporting affected regions and workers. This framework offers valuable insights for Central Asian states navigating their own energy transitions while managing potential dislocation effects.

The EU's experience with transboundary water governance through the Water Framework Directive presents applicable models for addressing Central Asia's complex shared hydrological systems. The directive's river basin management approach, with integrated planning across national boundaries and standardized quality objectives, offers adaptable templates for enhancing regional water cooperation.

The Innovation Fund and Modernisation Fund demonstrate effective mechanisms for directing investment toward climate-compatible infrastructure while differentiating support based on economic development levels. These financial architectures could inform similar regional mechanisms adapted to Central Asian realities.

European experience with climate adaptation policy also offers valuable insights, particularly regarding vulnerability assessment methodologies, multi-level governance arrangements, and mainstreaming approaches. The EU Strategy on Adaptation to Climate Change provides frameworks for integrating adaptation considerations across sectoral policies—a critical need in the Central Asian context where adaptation imperatives remain inadequately addressed in national planning processes.

The transferability of these European experiences depends significantly on effective contextualization and adaptation to Central Asian realities. Direct policy transplantation risks encountering implementation barriers arising from differing institutional capacities, economic structures, and governance traditions. Rather, selective adaptation of underlying principles and approaches offers greater potential for successful knowledge transfer.

Existing EU-Central Asia Climate Cooperation Frameworks

The institutional architecture governing climate cooperation between the European Union and Central Asian states has evolved significantly over the past decade, transitioning from peripheral consideration within broader engagement frameworks to increasingly prominent and specialized cooperation mechanisms. This evolution reflects growing recognition of both the strategic importance of environmental cooperation and the distinctive challenges confronting the Central Asian region.

Strategic Framework Development

The 2007 EU Strategy for Central Asia established initial parameters for environmental cooperation, though climate considerations remained subordinate to broader security, energy, and democratization objectives. The 2019 updated strategy, "The EU and Central Asia: New Opportunities for a Stronger Partnership," marked a significant elevation of climate priorities, establishing environmental sustainability as one of six priority areas and explicitly linking climate resilience to regional stability and prosperity (European External Action Service, 2019).

The European Green Deal's external dimension further reinforced climate cooperation through the "Green Deal Diplomacy" framework, which prioritizes partnerships with neighboring regions facing acute climate vulnerabilities. Within this

context, Central Asia has been identified as a priority region for climate resilience initiatives, particularly regarding water security and clean energy transition (European Commission, 2021).

The Enhanced Partnership and Cooperation Agreements (EPCAs) established with Kazakhstan, Kyrgyzstan, and Uzbekistan contain dedicated chapters on environmental cooperation with expanded provisions for climate action. These agreements establish legal foundations for knowledge transfer, technical assistance, and joint implementation initiatives across multiple domains including renewable energy development, water management, and sustainable agriculture.

Financial Instruments and Implementation Mechanisms

The EU's climate engagement with Central Asia operates through multiple financial instruments with varying objectives, timeframes, and implementation modalities. The Development Cooperation Instrument allocated approximately €1.1 billion to Central Asia for the 2014-2020 period, with environmental sustainability and climate action comprising 35% of programmed expenditure (European Commission, 2022).

The Global Gateway Initiative, launched in 2021 as the EU's response to infrastructure development needs in partner regions, has identified Central Asia as a priority area with specific emphasis on renewable energy infrastructure, digital connectivity, and sustainable transportation networks. The initiative aims to mobilize up to €300 billion globally by 2027 through blended finance approaches that leverage public funding to attract private investment.

The Investment Facility for Central Asia (IFCA) has emerged as a key mechanism for climate-related infrastructure development, providing approximately €228 million in grants that have mobilized over €1.6 billion in additional investment since 2010. The facility's blending operations have increasingly prioritized climate-compatible infrastructure, with 65% of operations in 2020-2023 supporting either climate mitigation or adaptation objectives (European Investment Bank, 2024).

The Team Europe approach has enhanced coordination between EU institutions and member states, consolidating previously fragmented initiatives into coherent programmatic frameworks. The Central Asia Water and Energy Programme exemplifies this approach, combining €10 million from EU institutions with parallel contributions from Germany, France, and Italy to support integrated water-energy governance reforms.

Knowledge Transfer and Capacity Building Initiatives

The EU-funded Central Asia Climate Change Conference series, initiated in 2013, has established a regular regional platform for knowledge exchange, bringing together government representatives, academic institutions, civil society organizations, and international partners. These conferences have progressively evolved from general awareness-raising to more specialized technical exchanges on adaptation methodologies, emissions accounting, and climate finance mechanisms.

The Central Asian Research and Education Network (CAREN) has facilitated academic collaboration on climate research, supporting joint research initiatives, data sharing, and curriculum development related to environmental science. This network represents an important avenue for long-term capacity development beyond immediate project timeframes.

The EU-Central Asia Working Group on Environment and Climate Change, established in 2020, provides a structured intergovernmental dialogue mechanism for policy coordination and experience sharing. The working group's composition, including representatives from multiple ministries beyond environment departments, reflects a mainstreaming approach that recognizes climate change as a cross-sectoral challenge.

Implementation Challenges and Lessons Learned

Despite substantial progress in establishing cooperation frameworks, implementation has encountered several persistent challenges. Institutional fragmentation within Central Asian governance systems complicates effective engagement, as climate responsibilities remain dispersed across multiple ministries with limited coordination mechanisms. The absence of specialized climate units with adequate authority and resources constrains absorption capacity for technical assistance and limits implementation effectiveness.

Limited regional cooperation mechanisms represent another significant barrier, as existing platforms like the International Fund for Saving the Aral Sea (IFAS) suffer from governance limitations, funding constraints, and periodic political tensions that undermine their effectiveness. The EU's experience in fostering transboundary cooperation frameworks has not yet been effectively transferred to the Central Asian context.

Financing constraints persist despite expanded resource allocation, as identified investment needs far exceed available public financing. The mobilization of private investment remains challenging due to perceived risk factors, regulatory uncertainties, and limited local financial market capacity for green investment products.

These implementation challenges underscore the importance of adaptive cooperation models that respond to Central Asian realities rather than imposing externally designed solutions. The most successful initiatives have demonstrated flexibility in implementation modalities, sustained engagement beyond project timeframes, and careful attention to local ownership considerations. These lessons inform the alternative proposals outlined in the subsequent section.

Alternative Proposals for Uzbekistan and Central Asia

The preceding analysis of climate challenges, European experience, and existing cooperation frameworks reveals both significant potential and persistent limitations in current approaches. This section advances alternative proposals that transcend conventional assistance paradigms to establish more transformative and contextually

appropriate cooperation models. These proposals emphasize five interconnected domains where innovative approaches could catalyze accelerated climate action in Uzbekistan and the broader Central Asian region.

Adaptive Governance Innovation

Current governance approaches remain constrained by institutional fragmentation, regulatory gaps, and implementation deficits. An alternative model would prioritize adaptive governance innovations that enhance policy coherence while accommodating Central Asian institutional realities. Specific proposals include:

Climate Mainstreaming Units: Establishing specialized inter-ministerial coordination mechanisms directly under prime ministerial or presidential authority would enhance policy coherence across sectoral boundaries. Unlike conventional environment ministries with limited influence, these units would possess mandate and resources to integrate climate considerations across economic planning, energy policy, agricultural development, and water management.

The Samarkand Summit on Climate Change 2025

The Samarkand Summit on Climate Change represents a watershed moment in climate diplomacy for Central Asia, establishing new parameters for regional cooperation while elevating the region's visibility in global climate governance. This unprecedented gathering of European and Central Asian leaders, climate experts, financial institutions, and civil society representatives has generated substantial momentum for transformative initiatives while crystallizing shared commitments to accelerated climate action.

Summit Context and Diplomatic Significance

The selection of Samarkand as the summit venue carries profound symbolic significance, reflecting Uzbekistan's emerging leadership role in regional climate diplomacy under President Mirziyoyev's administration. This ancient Silk Road city—historically a crossroads of civilizations facilitating exchange of goods, ideas, and technologies—provides an apt metaphor for contemporary climate cooperation bridging European and Central Asian knowledge systems and governance traditions.

The summit's timing proved particularly opportune, occurring six months after COP30 established the enhanced Nationally Determined Contributions framework and just prior to the midpoint assessment of Sustainable Development Goals implementation. This positioning enabled the summit to translate global commitments into regionally specific implementation pathways while establishing mechanisms for monitoring progress against established benchmarks.

The unprecedented level of European representation—including Commissioners for Climate Action, Environment, Energy, and International Partnerships—signaled the EU's strategic prioritization of Central Asian climate cooperation. Participation from all five Central Asian heads of state further underscored the region's unified commitment to

addressing shared environmental challenges despite ongoing tensions in other diplomatic domains.

Key Declarations and Commitments

The Samarkand Declaration on Climate Resilience and Sustainable Prosperity establishes a comprehensive framework for EU-Central Asian climate cooperation, articulating shared principles, objectives, and implementation mechanisms. The declaration's significance lies in its explicit recognition of differentiated responsibilities and capacities while establishing concrete pathways for progressive convergence toward climate-compatible development models.

Most significantly, the declaration establishes the Central Asian Green Deal as a regionally determined framework inspired by but distinct from the European Green Deal. This approach balances adaptation and mitigation priorities while establishing differentiated timeframes reflecting varying national capacities. The framework's self-determined nature represents a departure from conventional external assistance models, instead emphasizing regional ownership with European partnership in supportive rather than directive capacity.

The EU-Central Asia Water-Energy-Climate Consortium announced at the summit constitutes perhaps the most substantial operational outcome, establishing a dedicated coordination mechanism for cross-sectoral and transboundary cooperation. The consortium's innovative governance structure—involving both governmental and non-governmental stakeholders—creates new avenues for overcoming traditional institutional barriers while facilitating knowledge exchange across conventional sectoral boundaries.

Financial commitments announced at the summit represent substantial escalation from previous support levels, with the European Commission pledging €1.8 billion for the 2025-2030 period specifically for climate-related initiatives. Additional commitments from European Investment Bank (€900 million), European Bank for Reconstruction and Development (€750 million), and bilateral contributions from member states create an unprecedented resource pool for supporting regional climate priorities.

Innovation Initiatives and Technology Partnerships

The Samarkand Innovation Hub for Climate Solutions represents a particularly promising summit outcome, establishing a dedicated mechanism for accelerating technology transfer and adaptation to Central Asian contexts. The hub's mandate encompasses both adaptation and mitigation technologies, with initial focus on water efficiency solutions, drought-resistant agricultural systems, renewable energy integration in weak grid environments, and affordable energy efficiency technologies for residential applications.

The Central Asian Renewable Energy Alliance announced at the summit establishes a framework for coordinated development of the region's substantial renewable resources, addressing regulatory barriers, grid integration challenges, and financing constraints that

have limited deployment. The alliance's innovative structure involves public-private partnership with European technology providers and financial institutions, creating implementation pathways for achieving the ambitious regional target of 35% renewable generation by 2030.

The agreement on Digital Climate Monitoring Infrastructure creates a unified regional framework for climate observation, data management, and early warning systems. This initiative addresses critical gaps in current monitoring capacities while establishing standardized methodologies compatible with European systems. The resulting data infrastructure will enhance both adaptation planning and compliance capabilities for future climate agreements.

Implementation Framework and Governance Mechanisms

Perhaps most significantly, the summit established substantial governance mechanisms for translating declarations into operational realities. The Ministerial Dialogue on Climate Cooperation institutionalizes regular high-level engagement, with annual meetings alternating between European and Central Asian venues. This mechanism ensures sustained political attention beyond the summit timeframe while providing regular opportunities for progress assessment and strategic recalibration.

The Technical Working Groups established under the ministerial framework create specialized venues for addressing implementation challenges in priority domains including renewable energy development, water security, agricultural resilience, green finance, and climate education. These working groups bring together domain experts from government, academia, industry, and civil society, creating communities of practice that transcend conventional institutional boundaries.

The Sustainable Finance Roadmap adopted at the summit establishes a structured approach to mobilizing both public and private capital for climate-compatible investment. The roadmap addresses critical barriers including risk perception, project preparation capacity, and regulatory frameworks for sustainable finance instruments. The accompanying commitment to establish a Regional Climate Finance Center in Tashkent creates an institutional anchor for implementing the roadmap's provisions.

The summit's outcomes collectively represent a substantial recalibration of EU-Central Asian climate cooperation, establishing more equitable partnership models while creating concrete implementation pathways. The resulting frameworks create potential for accelerated climate action while fostering regional cooperation on shared environmental challenges. The summit's true significance, however, will ultimately be determined by the effective implementation of its ambitious declarations—a process that confronts substantial challenges explored in the following section.

Implementation Challenges and Recommendations

The translation of Samarkand Summit commitments into operational realities confronts multidimensional challenges requiring innovative responses that transcend

conventional implementation approaches. This analysis examines critical barriers while advancing subjunctive recommendations that could potentially overcome persistent obstacles to effective climate action in the Central Asian context.

Institutional and Governance Barriers

The institutional architecture for climate governance in Central Asia remains fragmented across multiple ministries with overlapping mandates, unclear hierarchies, and limited coordination mechanisms. Environment ministries typically possess insufficient authority to ensure policy coherence across economic planning, energy, agriculture, and water management domains. This fragmentation frequently undermines implementation effectiveness despite ambitious policy declarations.

Moreover, climate expertise remains unevenly distributed within governmental structures, with specialized knowledge often concentrated in environment ministries while implementation capacity resides in sectoral agencies with limited climate literacy. This capacity asymmetry complicates effective mainstreaming of climate considerations across governance domains.

Regional cooperation mechanisms exhibit similar limitations, with existing platforms like the International Fund for Saving the Aral Sea constrained by governance deficiencies, funding limitations, and periodic political tensions. These institutional weaknesses particularly undermine transboundary initiatives addressing shared water resources and interconnected energy systems.

If Central Asian governments were to establish dedicated climate coordination authorities with genuine cross-ministerial mandate and direct reporting lines to prime ministerial or presidential offices, policy coherence might significantly improve. Such authorities could potentially integrate currently dispersed responsibilities for climate policy development, implementation oversight, and international engagement, creating unified institutional platforms for effective climate governance.

The establishment of specialized climate units within sectoral ministries—equipped with both technical expertise and explicit mandate to ensure alignment with national climate objectives—would potentially enhance mainstreaming effectiveness. If connected through formalized coordination networks with standardized methodologies and reporting frameworks, these units might collectively transform institutional approaches to climate integration.

A fundamental recalibration of regional cooperation mechanisms could potentially transcend historical limitations by establishing differentiated cooperation pathways in domains where consensus proves achievable while creating variable geometry frameworks that accommodate varying national commitments. If complemented by enhanced technical cooperation through specialized committees addressing specific transboundary challenges, such recalibration might revitalize regional approaches to shared environmental challenges.

Financing Constraints and Opportunities

Despite expanded European commitments announced at the Samarkand Summit, financing remains perhaps the most critical constraint on accelerated climate action in Central Asia. Public resources—both domestic and international—remain insufficient to address investment requirements for low-carbon infrastructure and climate resilience initiatives, creating implementation gaps despite policy ambitions.

Domestic financial markets exhibit limited capacity for green finance mobilization, with underdeveloped capital markets, restricted project finance capabilities, and limited experience with sustainable finance instruments. Banking sectors typically lack specialized expertise for assessing climate-related investments, leading to risk misperception and subsequent underinvestment in potentially viable projects.

International climate finance frequently imposes complex access requirements that exceed institutional capacities of Central Asian implementing agencies. Accreditation procedures for multilateral climate funds remain particularly burdensome, creating barriers for direct access while reinforcing dependence on international intermediaries that add complexity and reduce local ownership.

If Central Asian governments were to establish dedicated green investment banks with explicit mandate to mobilize climate finance from diverse sources, these institutions might potentially bridge critical financing gaps while building specialized expertise in sustainable investment. Such institutions could operate at national or regional level, potentially leveraging initial capitalization from development partners to mobilize larger private capital flows through blended finance approaches.

The development of specialized project preparation facilities would potentially address a critical barrier to investment mobilization by enhancing the quality and bankability of climate project pipelines. If equipped with technical resources to support feasibility analysis, financial structuring, and impact assessment, such facilities might substantially expand the universe of investment-ready opportunities for both public and private finance.

The strategic deployment of risk mitigation instruments—including partial guarantees, first loss provisions, and currency hedging mechanisms—could potentially transform risk-return calculations for potential investors. If systematically integrated into climate investment frameworks, such instruments might mobilize substantial private capital that currently avoids Central Asian markets due to perceived risk factors.

Technology Transfer and Innovation Challenges

Technology transfer processes frequently encounter implementation barriers arising from limited absorption capacity, insufficient adaptation to local conditions, and inadequate attention to operation and maintenance requirements. These limitations undermine the effectiveness of technical assistance despite substantial resource allocation and genuine knowledge sharing intentions.

Regulatory frameworks often lack specific provisions for emerging climate technologies, creating uncertainty regarding grid integration requirements, permitting procedures, and technical standards. This regulatory ambiguity introduces implementation delays and investment risks that constrain technology deployment across multiple domains from renewable energy to energy efficiency and climate-smart agriculture.

Regional innovation systems exhibit structural limitations including insufficient research funding, limited industry-academia collaboration, and inadequate intellectual property frameworks. These systemic constraints undermine the development of locally optimized climate solutions while reinforcing dependence on imported technologies that may inadequately address Central Asian specificities.

If European and Central Asian partners were to establish joint technology adaptation programs with explicit focus on contextualizing climate solutions for regional conditions, technology transfer effectiveness might substantially improve. Such programs could potentially combine European technical expertise with local knowledge regarding implementation constraints, creating adaptation pathways that enhance deployment prospects while building regional capacities.

The development of specialized innovation zones with simplified regulatory frameworks for climate technologies would potentially accelerate deployment while generating valuable implementation experience. If designed with explicit learning objectives and knowledge dissemination mechanisms, such zones might function as laboratories for regulatory innovation that subsequently informs broader policy development.

Regional technology platforms focusing on priority domains like water efficiency, renewable energy integration, and climate-resilient agriculture could potentially foster knowledge exchange while establishing communities of practice across national boundaries. If complemented by dedicated funding for collaborative research and technology adaptation, such platforms might catalyze regionally optimized innovation ecosystems addressing shared climate challenges.

Policy Harmonization and Integration Recommendations

Policy harmonization efforts frequently encounter resistance arising from concerns regarding sovereignty implications, divergent national priorities, and varying implementation capacities. These tensions complicate regional cooperation despite shared recognition of transboundary environmental interdependencies.

Sectoral policies often develop in isolation from climate frameworks, with economic development strategies, industrial policies, and infrastructure plans frequently contradicting stated climate objectives. This policy incoherence undermines implementation effectiveness despite formal commitments to climate mainstreaming and sustainable development principles.

International commitments and domestic implementation frameworks frequently exhibit substantial disconnection, with ambitious international pledges inadequately translated into national budgetary allocations, regulatory frameworks, and institutional mandates. This implementation gap undermines accountability while reducing international credibility.

If Central Asian states were to adopt a differentiated harmonization approach with tiered compliance pathways reflecting varying capacities and priorities, regional cooperation might potentially transcend current limitations. Such an approach could establish consensus standards in domains with shared interests while creating flexibility mechanisms that accommodate legitimate national differences in implementation timeframes.

The systematic application of climate impact assessment methodologies to major policy initiatives across economic planning, infrastructure development, and sectoral strategies would potentially enhance policy coherence. If institutionalized through formal requirements with transparent assessment frameworks and independent review mechanisms, such approaches might progressively align sectoral policies with climate objectives.

Enhanced transparency frameworks linking international commitments with domestic implementation could potentially strengthen accountability while building international credibility. If complemented by regular progress assessments with standardized methodologies and public reporting requirements, such frameworks might create stronger implementation incentives while facilitating knowledge sharing regarding effective policy approaches.

Conclusion

This article has examined the evolving landscape of climate cooperation between the European Union and Central Asian states, with particular emphasis on alternative strategies for enhancing Uzbekistan's sustainable development trajectory. The analysis has traversed multiple dimensions—from regional climate vulnerabilities and European governance models to existing cooperation frameworks and innovative proposals for transcending conventional approaches. This concluding section synthesizes key findings, articulates subjunctive reflections on potential future trajectories, and identifies promising directions for subsequent research and policy development.

Synarticle of Key Findings

The Central Asian region confronts multidimensional climate vulnerabilities that transcend national boundaries, creating compelling imperatives for enhanced cooperation both within the region and with external partners. Accelerating glacial retreat, intensifying water scarcity, and expanding desertification collectively threaten development trajectories while exacerbating existing socioeconomic vulnerabilities. Uzbekistan's distinctive challenges—particularly regarding water security, agricultural

sustainability, and energy system transformation—require contextually appropriate responses that accommodate national priorities while advancing climate resilience objectives.

The European Union offers valuable experience regarding climate governance architectures, policy instruments, and implementation pathways, though direct transferability

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**TARBIYA JARAYONING MOHIYATI VA UNING JAMIYAT
TARAQQIYOTIDAGI O'RNI. TARBIYA QOIDALARI**

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Annotatsiya: Mazkur maqolada tarbiya jarayoning umumiy mohiyati va uning jamiyat taraqqiyotidagi o'rni, yosh avlodni tabiiylash to'g'risida qomusiy allomalarning fikrlari, shuningdek tarbiyaning qoida va qonuniyatlari haqida ayrim mulohazalar keltirilgan.

Kalit so'zlar: Tarbiya, tarbiya maqsadi, tarbiya jarayoni, tarbiyalash, Mahatma Gandi, "ijtimoiy emlashlar", bambuk daraxti, "poklik" aql chig'irig'i;

**Al hosil tarbiya bizlar uchun yo hayot, yo mamot, yo najot,
yo halokat, yo saodat, yo falokat masalasidir.**

Abdulla Avloniy

Tarbiya - bu ijtimoiy, ishlab chiqarish va madaniy faoliyatga tayyorgarlik ko'rish uchun shaxsni ma'naviy va jismoniy shakllantirishga qaratilgan tizimli va maqsadli samarali jarayondir. "Avesto"dan tortib, Sino, Beruniy, Forobiy, Jomiy, Navoiy, Koshifiy, Ulug'bek, Ahmad Donish, Behbudiy, Ayniy, Fitrat va boshqa mutafakkirlarimizning asarlarini odob va axloq to'plami deyish mumkin. Ta'kidlash joizki, ajdodlarimiz qadimdan yoshlarning ta'lim va tarbiyasiga alohida ahamiyat berishgan. Ilm o'rganish, bilimlilik va odob ular uchun eng qimmatli insoniy fazilatlar edi. Mutafakkirlarimizning fikricha, har bir inson yaxshi xislat va xatti-harakatlarga ega bo'lishi, jamiyatga foydali a'zo bo'lishi uchun axloqni o'rganishi va egallashi lozim. Ibn Sinoning pedagogik asarlarida ta'lim-tarbiya katta o'rin tutadi. Uning fikricha, tarbiya tug'ma emas, balki ijtimoiy muhit mahsuli bo'lib, u kishilar o'rtasidagi o'zaro munosabatlar jarayonida shakllanadi va shu bilan u axloqning o'zgarmasligini rad etadi [1]. Tarbiya maqsadi – davlat, jamiyat va har bir shaxs manfaatlarini amalga oshirishga qaratilgan davlat maqsad va vazifalarining tarkibiy qismidir. Hukumat odamlarning hayoti va faoliyatiga, fuqarolarning milliy tarbiyasiga hissa qo'shadigan shunday tartib va tizimlarni joriy etadi. Milliy tarbiya fuqaroda yuksak axloqiy fazilatlar, milliy o'zlikni anglash, insonparvarlik, fuqarolik pozitsiyasi, tashabbuskorlik va boshqa ijobiy fazilatlarni shakllantiradi. Bunday fuqaro milliy manfaatlardan kelib chiqqan holda harakat qilishi, o'z vatanini sevishi, uning manfaatlarini himoya qilishi, jamiyat taraqqiyotiga hissa qo'shishi mumkin.

Tarbiya jarayoni o'zaro bog'liq bo'lgan ikki faoliyatni - o'qituvchi va o'quvchi faoliyatini o'z ichiga oladi. Tarbiya jarayonida o'quvchining ongi shakllanib boradi. His-tuyg'ulari rivojlanadi, ijtimoiy hayot uchun zarur bo'lgan va ijtimoiy aloqalarni tashkil etishga xizmat qiladigan xulqiy odatlar hosil bo'ladi. Tarbiya jarayonida bolalarning

hayoti va faoliyatini pedagogik jihatdan to'g'ri uyushtirish g'oyat muhimdir. Faoliyat jarayonida bola tashqaridan kelayotgan tarbiyaviy ta'sirlarga nisbatan ma'lum munosabatda bo'ladi. Bu munosabat shaxsning ichki ehtiyoj va xohishlarini ifodalaydi. Psixolog va pedagoglarning tadqiqotlari shaxsga tashqi omillarning (xoh salbiy, xoh ijobiy) ta'siri bolaning ularga munosabati, bog'liqligini ko'rsatadi. Bola faoliyatini uyushtirish emas, balki tarbiyalanuvchining bu faoliyatga nisbatan qanday anglashni baholashi, his qilishni anglashi e'tiborga molikdir. Ulardan o'zi uchun nimalarni maqsad qilib olayotganligini bilishi zarur. Bularning barchasi turli kishilar bilan aloqa qilish, jamoadagi munosabatlar jarayonida murakkablashib boradi [2]. Tarbiya jarayoni o'quvchining ongini emas, balki his-tuyg'ularini ham o'stirib borishi, unda jamiyatning shaxsga qo'yadigan axloqiy talablariga muvofiq keladigan huquqiy malaka va odatlarni hosil qilishi lozim. Bunga erishish uchun o'quvchining ongiga, hissiyotiga va irodasiga ta'sir etib boriladi. Agar bularning birortasi e'tibordan chetda qolsa, maqsadga erishish qiyinlashadi. Tarbiya jarayoniga o'qituvchi rahbarlik qiladi. U o'quvchilar faoliyatini belgilaydi. Ularni ijtimoiy jarayonda ishtirok etishlari uchun shart-sharoit varatadi.

Hozirgi davrda tarbiya masalasi har davrdagidan ham yetakchi masala sifatida maydonga chiqmoqda. Bizga ma'lumki, insonning turli kasalliklarga qarshi kurasha olishda biologik emlash dastlab XVIII asrda kashf qilingan. Mahatma Gandi o'z asarlarida ilk bora "ijtimoiy emlashlar" atamasini qo'llaydi, u buni bolaning ijtimoiy hayotning salbiy tomonlarini asta-sekin anglashi va salbiy hodisalardan o'ziga xos immunitetning rivojlanishi tarzida tushuntiradi. U bolani har tomonlama hayotga tayyorlashda quyidagilarni taklif qiladi: jismoniy azob - uqubatlar, ruhiy bo'shliq, kasallikni yengish hamda qo'rquv, zo'rvonlik bilan yovuzlikka qarshilik ko'rsatmaslik [3]. Shu o'rinda tarbiya jarayoni uzluksiz davom etadigan kechiktirib bo'lmaz jarayonligini xitoyliklarning bambuk daraxtiga qiyoslashgani juda o'rinli. Bambuk yerga ekilgach 4 yilgacha faqat nimjon nihol bo'y ko'rsatadi. Ammo yer ostida popukchalari ko'payib boradi. 5-yili daraxt kutilmaganda 25 metrga bo'y ko'rsatadi. Tarbiyadagi nuqsonlar biz kutmaganimizda o'z natijasini ko'rsatishi mumkin [4].

Inson asosan ikki xil yo'l bilan tarbiyalanishi mumkin: birovlarining bevosita ta'siri, ya'ni o'rgatishi, shuningdek donolar fikrlari, o'gitlari va asarlarini o'qish orqali. Shuningdek, inson o'zining fiklashi, odamlar hatti-harakatidan, qilgan va qilayotgan ishlaridan tegishli xulosalar chiqarib olishi, tafakkuri vositasida tarbiyalanishi mumkin [5]. Tarbiya - muayyan, aniq maqsad hamda ijtimoiy-tarixiy tajriba asosida yosh avlodni har tomonlama o'stirish, uning ongi, xulq-atvori va dunyoqarashini tarkib toptirish jarayoni.

Tarbiyalash - jamoaviy ijodiy faoliyat bo'lib tarbiyalanuvchida mehnatga bo'lgan qiziqishini shakllantirish, ma'naviy-ma'rifiy tarbiya, insonparvarlik va bag'rikenglik ruhidagi munosabatni shakllantirish, bolalar va yoshlarning ijtimoiy harakatlarga birlashtirish, ijodiy topshiriqlarni bajarish, muzeylar, teatrlar va boshqa ijtimoiy

muassasalar bilan birgalikda faoliyatlarini muvofiqlashtirish, ijodiy faoliyat bilan shug'ullanishini ta'minlash kabilardir [6]. Ota-bobolarimiz "Agar kishiga hayotning o'zi berolmasa ta'lim, unga o'rgata olmas hech bir muallim" deya juda asosli fikr aytishgan. Birinchi prezidentimiz haqli ravishda "Tarbiyachi - ustoz bo'lish uchun, boshqalarning aql-idrokini o'stirish ma'rifat ziyosidan bahramand qilish, haqiqiy vatanparvar, haqiqiy fuqaro etib yetishtirish uchun avvalo, tarbiyachining ana shunday yuksak talablarga javob berishi, ana shunday fazilatlarga ega bo'lishi kerak" -degan edilar.

Tarbiya –"Pedagogika", ya'ni bola tarbiyasining fani demakdir. Bolaning saodati va salomati uchun yaxshi tarbiya qilmak, tanini pok tutmak, yosh vaqtdan maslagini tuzatmak, yaxshi xulqlarni o'rgatmak, yomon xulqlardan saqlab o'sdurmakdur. Tarbiya qilguvchilar tabib kabidurki, tabib xastaning badanidagi kasaliga davo qilgani kabi tarbiyani bolaning vujudidagi jahl maraziga "yaxshi xulq" degan davoni ichidan, "poklik" degan davoni ustidan berub, katta qilmog'i lozimdur [7]. Tarbiya jarayonida an'analar, udumlar, rasm-rusumlarning roli kattadir. Vatan tuyg'usini shakllantirish, ona tilimizga muhabbat uyg'otish, milliy qadriyatlarga hurmatni kuchaytirish, ezgulik timsoli bo'lgan insoniylikni ulug'lash, umuminsoniy qadriyatlarga, millatlararo totuvlik, bag'rikenglik, dunyoviy ilmlarga intilish va ilg'or madaniyatni shakllantirish, dinning dunyoviylik bilan qarama-qarshi emasligini anglash, huquqiy madaniyat sog'lom dunyoqarashning sog'lomomili ekanligi to'g'risidagi bilimlarni boyitish, ma'rifatning shaxs intellektual salohiyatini oshirishdagi imkoniyatlari kengligini isbotlash kabi tamoyillari to'g'risidagi tushuncha bularning barchasiga tarbiya metodlari orqali erishiladi.

Buyuk qomusiy olim, faylasuf va pedagog Abu Rayhon Beruniy ham bilimlarning hosil bo'lishida aql, fikr, sezgilarining o'rni haqida so'z yuritir ekan, shunday deb yozadi: «Faqat sezgi orqali, sezgi organlari yordamida o'zlashtirilgan bilimlar xatolarga olib kelishi mumkin [7]. Agar inson sezgilardan fikrlash va xulosa chiqarish yordamida foydalansa, ana shu sezgilar yordamida idrok qilinadigan narsalarni o'rganishda juda katta yutuqlarga erishmog'i mumkin. Istaklarga mehnat tufayli erishiladi». Olimning fikricha, faqat eshitilgan, ko'rilgan yoki umuman sezgi organlari orqali qabul qilingan ma'lumotlar shundayligicha idrok qilinmasdan, balki aql chig'irig'idan o'tkazilsa va tegishli xulosalar chiqarilsa, ana shu bilimgina haqiqiy va mustahkam bo'ladi.

Xulosa o'rnida shuni aytish joizki "Tarbiya" fani bo'lg'usi fan o'qituvchilariga yuqori talablarni qo'yadi. "Tarbiya" fani o'qituvchisi yuksak ma'naviyatli, kasbiy qobiliyatli va keng tafakkurga ega bo'lishi talab qilinadi. Sababi fan falsafa, axloq, din, etika, estetika, psixologiya va tadbirkorlik kabi ko'plab fanlar uyg'unligidan iborat. Tarbiya orqali shakllangan avlodlar ijtimoiy, iqtisodiy va madaniy sohalarda o'z hissalarini qo'shadilar, bu esa umuman jamiyatning barqaror va farovon rivojlanishiga olib keladi. Shuning uchun, tarbiyaga e'tibor berish, uning sifatini oshirish va innovatsion yondashuvlarni qo'llash jamiyatning kelajagi uchun ajralmasdir.

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BOSHLANG'ICH SINIF O'QUVCHILARINING NUTQINI RIVOJLANTIRISH KONSEPSIYALARI

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Pedagogika fanlari buyicha falsafa doktori, dotsent .
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Annotasiya: Boshlang'ich sinf o'quvchilarining nutqini rivojlantirish konsepsiyalari mavzusidagi maqola, o'quvchilarning nutqiy kompetensiyasini shakllantirishning asosiy yo'nalishlari va metodlarini tahlil qiladi. Maqolada so'z boyligini boyitish, grammatik jihatdan to'g'ri nutqni shakllantirish, izchil nutqni rivojlantirish, yozma va og'zaki nutqni rivojlantirish hamda muloqot va tinglash ko'nikmalarini rivojlantirish kabi yo'nalishlar muhokama qilinadi. Shuningdek, interfaol metodlar, o'yinlar va rolli o'yinlar, loyiha asosida o'qitish kabi metodlarning qo'llanilishi va o'qituvchining roli ham yoritiladi. Maqola o'quvchilarning nutqiy rivojlanishini ta'minlash uchun zarur bo'lgan metodik yondashuvlarni aniqlashga qaratilgan.

Kalit so'zlar: Nutqiy kompetensiya, boshlang'ich sinf o'qituvchisi, boshlang'ich sinf o'quvchisi, nutq, ta'lim, tovush, interfaol metodlar.

Kirish: Ta'limning asosiy maqsadi o'quvchilarning har tomonlama kamol topishi, chuqur bilimli, ma'naviyati yuksak va vatan ravnaqiga hissa qo'shadigan shaxslarni tarbiyalash ekanligi ta'kidlanadi. Rivojlangan davlatlarning yetakchi ta'lim muassasalarida mustaqil fikrlaydigan, zamonaviy bilim va kasb-hunarni egallagan, mustahkam hayotiy pozitsiyaga ega bo'lgan yoshlarni tarbiyalash bo'yicha keng ko'lamdagi ishlar amalga oshirilmoqda.

Asosiy qism: Boshlang'ich sinf o'quvchilarining nutqini rivojlantirish konsepsiyalari Boshlang'ich ta'lim bosqichi bolalarning shaxs sifatida shakllanishida muhim rol o'ynaydi. Aynan shu davrda ularning nutqiy ko'nikmalari, fikrlash qobiliyati va kommunikativ mahorati rivojlanadi. Nutqni rivojlantirish nafaqat o'quvchilarning og'zaki va yozma nutqini boyitish, balki ularning ijodiy tafakkurini ham rivojlantirishga xizmat qiladi.

Nutqni rivojlantirishning asosiy konsepsiyalari: Boshlang'ich sinf o'quvchilarining nutqini rivojlantirish turli yondashuvlar asosida amalga oshiriladi. Quyida eng asosiy konsepsiyalar ko'rib chiqiladi:

1. Psixolingvistik yondashuv: Bu yondashuv bolaning psixologik rivojlanishini va lingvistik kompetensiyalarni uyg'un rivojlantirishga asoslangan. Ushbu yondashuvga

ko'ra: Bola nutqini rivojlantirish uning psixologik o'sish bosqichlari bilan bog'liq. Nutqiy faoliyat turli yosh davrlarida turlicha shakllanadi. Kommunikativ muhit bolaning so'z boyligini kengaytirishda muhim rol o'ynaydi.

2. Kognitiv yondashuv: Bu konsepsiya bolaning tafakkur jarayonlarini rivojlantirish orqali nutqni shakllantirishga qaratilgan. Nutq va tafakkur bir-biri bilan bog'liq jarayonlardir. O'quvchilarni mantiqiy fikrlashga o'rgatish nutqiy rivojlanishga yordam beradi. Tanqidiy va ijodiy tafakkurni shakllantirish uchun suhbat, bahs, matn tahlili kabi usullar qo'llanadi.

3. Lingvodidaktik yondashuv: Bu yondashuv til o'rgatish metodikalari orqali nutqni rivojlantirishga asoslanadi. Ona tili darslarida so'z boyligini oshirish, grammatik to'g'ri gap tuzish va matn yaratish ustida ishlash muhim. Lug'at boyligini kengaytirish uchun interfaol metodlardan foydalanish zarur. O'quvchilarga hikoya, ertak, dialog, drammatizatsiya kabi metodlar orqali so'zlashuv ko'nikmalarini shakllantirish lozim.

Boshlang'ich sinf o'quvchilarining nutqini rivojlantirishda quyidagi usullar keng qo'llaniladi:

1. O'yin texnologiyalari: Rolli o'yinlar (masalan, savdo do'koni, shifokor qabulxonasi, sayohat). Nutqiy topshiriqlar (jumlaning to'ldirish, hikoya tuzish). Jamoaviy o'yinlar (so'z zanjiri, topishmoq va jumboqlar).

2. Suhbat va bahslar: O'quvchilarni o'z fikrlarini aniq va mantiqiy ifoda etishga o'rgatish. Jamoaviy muhokamalar orqali ularning nutqiy kompetensiyalarini shakllantirish. Erkin nutq mashqlarini bajarish (masalan, "Mening eng sevimli mashg'ulotim" mavzusida gapirish)

3. Matn bilan ishlash: Hikoya qilish va matnni qayta so'zlab berish. Matn asosida savol-javob usulini qo'llash. Matndan muhim g'oyalarni ajratib olish va qisqacha bayon qilish.

4. Audio va video materiallardan foydalanish: Bolalarga audio ertaklar va hikoyalar tinglashni taklif qilish. Multfilmlar orqali muloqot ko'nikmalarini shakllantirish. Videoroliklar orqali talaffuz va intonatsiyani rivojlantirish.

Nutqiy rivojlanishning baholash mezonlari: Bolalarning nutqiy rivojlanishini baholash quyidagi mezonlar asosida amalga oshiriladi:

1. Lug'at boyligi – bolaning so'z zaxirasi va uni qo'llash qobiliyati.
2. Grammatik to'g'rilik – jummalarni grammatik jihatdan to'g'ri tuzish.
3. Muloqot qobiliyati – erkin nutq va suhbat qurish mahorati.
4. Talaffuz va intonatsiya – so'zlarni to'g'ri talaffuz qilish va intonatsiyaga e'tibor berish.

Xulosa: Boshlang'ich sinf o'quvchilarining nutqini rivojlantirish murakkab, lekin muhim jarayondir. Bu jarayonda psixolingvistik, kognitiv va lingvodidaktik yondashuvlar asosida ish olib borish samarali natijalar beradi. O'quvchilarning so'z boyligini kengaytirish, fikrlash qobiliyatlarini rivojlantirish va kommunikativ

malakalarini shakllantirish uchun o'yin, suhbat, matn bilan ishlash kabi metodlardan foydalanish muhim. Shuningdek, audio va video materiallar yordamida bolaning nutqiy qobiliyatini yanada rivojlantirish mumkin. Shu bilan birga, natijalarni baholash va monitoring qilish orqali o'quvchilarning individual rivojlanishini kuzatib borish lozim. Bu konsepsiyalar asosida olib borilgan ta'lim jarayoni o'quvchilarning kelajakda o'z fikrlarini aniq va ravon ifoda etishiga mustahkam zamin yaratadi.

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MUZEYLAR – XALQ TARIXINING KO‘ZGUSI

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Annotatsiya. Ushbu maqolada muzey tushunchasi, mazmun-mohiyati, tarixi to‘g‘risida hamda ko‘plab davlatlardagi muzeylar to‘g‘risida ma‘lumotlar berilgan. Shuningdek, mamlakatimizda muzey sohasiga berilgan e‘tibor va uning hozirgi kundagi ahamiyati yoritib berilgan.

Kalit so‘zlar: Muzey, muzeun, Yunoniston, kolleksiya, O‘zbekiston.

Аннотация. В данной статье представлена информация о понятии, сущности, истории музея, а также о музеях многих стран. Также освещено внимание, уделяемое музейной сфере в нашей стране, и ее значение сегодня.

Ключевые слова: Музей, музей, Греция, коллекция, Узбекистан.

Annotation. This article provides information on the concept, content, history of the museum, and museums in many countries. It also highlights the attention paid to the museum sector in our country and its current importance.

Keywords: Museum, museum, Greece, collection, Uzbekistan.

Muzey yunoncha so‘z bo‘lib, muza, muzeun so‘zidan kelib chiqqan. Muzeun-bu go‘zal buyumlar saqlanadigan joy degan ma‘noni anglatadi. Insoniyat tarixidan dalolat beruvchi muzeylar bugungi kunda insoniyatning buyuk ixtirolaridan biri desak xato bo‘lmaydi. Zero, har bir xalqning o‘z tarixi bor. Muzeylar – jonli tarix, o‘tmishdan guvohlik beruvchi muassasalardir. Ularda xalqlarning tarixi, urf-odatlar, an‘analari o‘z aksini topgan moddiy va ma‘naviy yodgorliklar saqlanadi [1;5-bet].

Dastlabki davrda muzeylarning paydo bo‘lishi antik davrdagi ilhom parilari-muzalarning ehromlari muzeumlarga taqliddan kelib chiqqan deyiladi.

Tarixiy amaliyotning guvohlik berilishicha, muzey muassasalari har xil terminlar bilan atalishi mumkin. Masalan, Vyetnam muzeylari “bao-ta”– “yodgorliklar saqlanadigan joy” termini bilan ataladi. Bu termin muzeyning asl mohiyatini ochib beradi.

Muzey – tarixiy, moddiy va ma‘naviy yodgorliklarni to‘plash, saqlash, o‘rganish va targ‘ib qilish ishlarini amalga oshiruvchi ilmiy hamda ilmiy-ma‘rifiy muassasadir. Muzey xazinasida, asosan, moddiy va tasviriy ashyolar, shuningdek, san‘at asarlari jamlanadi. Shu bilan birga (qadimdan hozirgi davrgacha bo‘lgan tarixiy qimmatga ega qo‘lyozlamalar, bosma hujjatlar, kitoblar) saqlanadi [2;10-bet]. Umumiy aytganda, muzey xalq boyligi saqlanadigan xazinadir.

Dastlabki muzeylar ham aynan funksional jihatdan hozirgi muzeylardan farq qilmagan. Ular ham noyob buyumlarni saqlash va namoyish qilish vazifasini bajargan. Qadimda muzeylar alohida muassasa sifatida faoliyat ko‘rsatmasdan, ma‘lum vaqtlarda

yoki birorta tadbir tarkibida o'tkazilgan, shuningdek buyumlarga eksponat sifatida qaralmagan, balki kolleksiya namunasi sifatida e'tibor berilgan. Chunki turli mavzulardagi noyob buyumlar aholining o'ziga to'q tabaqasi, amaldorlardan iborat kolleksionerlar tomonidan yig'ilgan, chunki oddiy xalqning noyob kolleksiyalarni to'plashga qurbi etmagan va yig'ilgan kolleksiyalar xalqqa namoyish etilgan.

Antik davrda Yunonistonda kolleksiyalar yig'ish keng avj ola boshlagan. Yunonistondagi Gelikon tog'i yonida turli tasvirdagi yodgorliklar saqlanadigan joy muzeylarning ilk ko'rinishlaridan biri hisoblangan. Sa'nat, madaniyat va fanda erishilgan yutuqlarning namunalaridan iborat kolleksiyalar to'plash, Yevropada Uyg'onish davrida dastlab, Italiyada, so'ng esa Angliya, Fransiya, Germaniya va boshqa mamlakatlarda an'anaga aylandi. Italiyada XV asr moddiy-madaniy buyumlarni yig'ish va namoyish etish ishlari aniq tizim asosida tashkil etilgan bo'lsa, XVI-XVII asrlarga kelib, Fransiya, Angliya, Germaniyada ham muzeylar tashkil etish odat tusiga kirgan. 1753-yilda ochilgan "Britaniya muzeyi", 1793-yili tashkil etilgan Parijdagi "Luvr" muzeyi G'arbiy Yevropadagi eng yirik muzeylar sanaladi.

XIX asrga kelib dunyo miqyosida ko'plab yirik muzeylar vujudga keldi. 1819-yilda Madriddagi "Prado muzeyi", 1873-yilda Moskvadagi "Tarix muzeyi", 1852-yilda Sankt-Peturbudagi "Ermitaj", 1870-yilda Nyu-Yorkdagi "Metropolitan" muzeylarini misol qilib ko'rsatish mumkin. O'sha davrlarda ko'plab davlatlarda bo'lganidek, O'rta Osiyoda ham katta muzeylar barpo etilgan. Toshkentda ilk muzey 1876-yilda ochilgan, u hozirgi "O'zbekiston tarixi davlat muzeyi"dir. Yurtimizdagi dastlabki muzeyning faoliyati A.P.Fedchenko, N.A.Mayev, V.F.Oshanin, I.V.Mushketov, V.V.Bartold kabi olimlarning harakatlari va tashabbuslari bilan shakllanib borgan.

XX asr O'zbekiston hududida ko'plab muzeylar tashkil etildi. Badiy va uy muzeylari bunga misol bo'ladi. Ayniqsa, yurtimiz mustaqillikka erishgandan so'ng muzeylar faoliyatida ko'plab o'zgarishlar ro'y berdi. 1994-yil 23-dekabr kuni O'zbekiston Respublikasi Vazirlar Mahkamasining "Respublika muzeylari faoliyatini yaxshilash chora tadbirlari to'g'risida" qaror va shu qaror asosida o'rganilayotgan "O'zbekiston Davlat san'at davlat muzeyi"ning yangidan ta'mirlanishi bunga yaqqol misoldir[3].

Millatimizning o'zligini anglashda hamda tarixiy, milliy qadriyatlarimizni tiklashda muzeylar alohida o'rin tutadi. Muzeylar orqali o'tmishni, tarixni ko'rish, eslash, sezish, o'rganish mumkin. Shu boisdan ham mustaqil yillarida mavjud muzeylarni ta'mirlash, ularni yangi eksponatlar bilan boyitish, yangi muzeylar barpo etishga alohida e'tibor berildi. Shu jumladan, 1996-yili Toshkent shahrida Temuriylar tarixi davlat muzeyi, Olimpiya shon-shuhrati muzeyi, 2002-yili Qatag'on qurbonlari xotirasi, Surxondaryo viloyatining markazi-Termiz shahrida Arxeologiya muzeyi ish boshlagan.

O'zbekiston Respublikasi Birinchi Prezidenti I.A.Karimovning 1998-yildagi "Muzeylar faoliyatini tubdan yaxshilash va takomillashtirish to'g'risi"dagi farmoni

mamlakatimizda muzey ishini rivojlantirish istiqbollarini boshlab berdi. Muzeylar davlat muhofazasiga olindi, ularni ta'mirlash, muzey eksponatlarini boyitish davlat budjeti hisobidan moliyaviy jihatdan qo'llab-quvvatlandi. Muzeylar faoliyatini muvofiqlashtirish, ilmiy-uslubiy yordam ko'rsatish, moddiy jihatdan qo'llab-quvvatlash maqsadida 1998-yilda O'zbek muzey" Respublika jamg'armasi tuzildi. Aholining muzeyshunoslik madaniyatini oshirishda ko'maklashuvchi "Moziydan sado" jurnali ta'sis etildi va u 1999-yildan boshlab o'zbek, rus, ingliz tillarida nashr etila boshlandi.

Yoshlar ma'naviyatida muzeylarning ahamiyati hisobga olinib, 2014-yili Vazirlar Mahkamasining qarori bilan haftaning seshanba va juma kunlari va har yakshshanba bolalar va ularning ota-onalariga bepul xizmat ko'rsatish, har yili muzeylar haftaligini tashkil etish belgilangan. Bu qarorlarning barchasi ta'minlanib kelinmoqda.

Yurtimizda 1991-1994-yillarda 73ta muzey mavjud bo'lgan bo'lsa, 2017-yilga kelib muzeylar soni 450ga yetdi. Mamlakatimiz muzey sohasini rivojlantirish bugungi kunda olib borilayotgan islohotlar va taraqqiyot rejamizning dolzarb masalalaridan biriga aylanib bormoqda. Buning uchun muzeylardagi ashyo va kolleksiyalarni chuqur o'rganib, ularning bebaho qadr-qimmatini xalqimizga ochib berish, bular to'g'risida yoshlar ongida nazariy bilimlarni boyitish lozimdir[4; 446-447-betlar].

Xulosa qilib aytadigan bo'lsak, muzeylar har bir davlatning tarixini, madaniyati va an'anasini namoyon qilib kelayotgan muassasa sifatida rivojlanib kelmoqda. Muzeylarda saqlanib kelinayotgan ko'plab manbalar muhim ahamiyatga ega. Chunki muzeydagi buyumlar ko'p asrlik tarix haqida ma'lumot beradi. Yana shuni ta'kidlash kerakki, bugungi kunda mamlakatimizda turizm sohasini rivojlantirishga alohida e'tibor qaratilmoqda. Bu esa o'z navbatida muzeylar faoliyatini yanada takomillashtirish, xorijiy sayyohlarni muzeylarga jalb etish orqali yurtimiz tarixini dunyo miqyosida tarannum etish imkoniyatini yaratadi. Shu sababli, so'nggi yilda davlatimiz rahbari boshchiligidagi Yangi O'zbekistonda muzeylar faoliyatini samarali tashkil etish yuzasidan bir qancha farmon va qarorlar qabul qilindi. Jumladan, mamlakatimizdagi muzeylar faoliyatini qo'llab-quvvatlash, ularning marketing siyosati va xizmatlar sohasini kompleks rivojlantirish, muzeylarga innovatsion texnologiyalarni samarali qo'llash, shuningdek, muzeylarda o'zbek xalqi va davlatchiligi tarixi, Birinchi va Ikkinchi Renessans davrlari, buyuk allomalar hayoti va faoliyatiga oid zamonaviy yangi ekspozitsiyalarni yaratish, muzey to'plamlaridagi boy tarixiy va madaniy merosimizni keng targ'ib qilish maqsadida 27.05.2022 yildagi "Muzeylarda xizmatlar sohasini rivojlantirish chora-tadbirlari to'g'risida" O'zbekiston Respublikasi Prezidenti Qarorining qabul qilinishi mamlakatimizda muzey sohasining rivojlanishida muhim ahamiyat kasb etadi.

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Annotatsiya: Ushbu maqolada Yunonistonning shahar-polislari, ularning shakllanishi hamda yuksalishi haqida ayrim mulohazalar yuritiladi. Shu qatorda Yer egalari va dehqonlar bozorga sharob, yog', don, jun olib kelganligi va Sharqqa nisbatan polislardagi iqtisod keng imkoniyatlarni ochganligi, ya'ni tovar-pul munosabatlarini rivojlanganini ko'rishimiz mumkin. Davlatga asosiy daromad podsho yerlaridan emas, balki qullar ishlagan xususiy yerlardan kelganligi haqida ayrim fikr-mulohazalar keltirib o'tilgan.

Kalit so'z: "polis", markazida shahar, Korinf va Afina, Aristotel, Lokedemon, Sparta

Qadimgi Yunoniston tarixidan ma'lumki miloddan avvalgi IX-VIII chuqur o'zgarishlar sodir bo'ladi. Mayda, bir-biridan ayro bo'lgan urug' jamoalari va qishloq jamoalari ijtimoiy-siyosiy tuzumga aylana boshlaydi. Bunda turli xil ijtimoiy guruhlar o'rtasiga qonli to'qnashuvlarga olib kelgan o'tkir qarama-qarshiliklar paydo bo'ldi va davlatchilik organlari shakllanadi hamda yuksak madaniyat yaratildi. Bu yangi ijtimoiy-siyosiy tashkilotlar esa polis nomini ola boshladi. Aynan mana shu polislar qadimgi yunon jamiyatining iqtisodiy-ijtimoiy, siyosiy va mafkuraviy tashkilotining asosiy shakli hisoblanar edi. Polis atamasining o'zi bu tarixiy adabiyotlarda eng ko'p "shahar-davlat" deb tariflaanadi. Qadimgi yunon tilida "polis" so'zi albatta, "binolar, ko'chalar, mudofa inshootlari va boshqalar" va "erkin to'laqonli fuqorolar jamiyatiga ega", "shahar" manoni anlatadi [1, 44-45-b].

Shunday qilib yunon polislari jamoaning alohida tipi bo'lib, dehqon va shahar aholisini o'zida birlashtirgan yerga ishlovchilar - fuqaro jamoasi edi. Yunon polisining taraqqiyoti va shakllanishini belgilaydigan asosiy shartlari quyidagilarni o'z ichiga oladi: Eng avvalo, davlat va xususiy mulk birlashgan antik mulkchilik shaklida edi. Yunon jamoasi a'zosi bo'lgan fuqaro to'laqonli yerga egalik qilish huquqiga ega hisoblangan. Har bir fuqaro polis hududida yer ulushiga ega bo'lishi shart edi. Yerga egalikning oliy huquqi fuqarolar jamoasiga tegishli bo'lgan. Yerga egalik, dehqonchilik uzoq vaqt polis fuqarosini imtiyozi bo'lib qoldi. Polis fuqarosidan boshqa hech kim uning hududida yerga egalik qilish huquqiga ega emas edi hamda polis fuqarolar jamoasiga tegishli jamoa yerlariga egalik qila olmas edi. Ishlab chiqarish kuchlari II mingyillikka nisbatan mil.avv VIII-VI asrlarda yuqori darajada rivojlandi. Aynan shu davrda polislarda maktab

iqtisodiyoti vujudga keldi, Tovar ishlab chiqarish tezlashdi va Tovarga bo'lgan munosabat va bozor orqali mahsulot savdosi olib borilishi polis xo'jaligining asosiga aylandi. Yer egalari va dehqonlar bozorga sharob, yog', don, jun olib kelib sotishar edi. Sharqqa nisbatan polislardagi iqtisod keng imkoniyatlarni ochdi, ya'ni tovar-pul munosabatlarini rivojlantirdi. Bu jiati xo'jalik va jamiyat rivojlanish uchun sabab bo'ldi. Davlatga asosiy daromad podsho yerlaridan emas, balki qullar ishlagan xususiy yerlardan kelgan.

Polis hududi shahar va uni atrofidagi qishloqlarni o'z ichiga olar edi. Bu yunon polislar uncha katta bo'lmagan 100-200 kv. km bo'lgan hududni o'z ichiga olgan. Har bir polis aholisi 5 mingdan 10 ming kishini tashkil etib, ulardan taxminan 1-2 ming kishi fuqarolik huquqiga ega edi. Har bir yunon polisi suveren davlat bo'lib, o'z fuqaroligi, qonunlari, hokimiyat oiganlari, ibodatxona, teatr, xalq yig'ini o'tadigan maydoni, palestar, gimnasey, stadion kabi jamoat inshootlariga ega edi. [2, 246-247]. Bundan tashqari hududi va ahlisi bo'yicha yunon polistlari bir-biridan ajralib turgan. Polistlar orasida juda ham kattalari bo'lib, masalan ulardan Lokedemon yoki Sparta hududi 8400 km, aholisi tahminan 200-300ming kish atrofida bo'lgan. Afina polisining hududi 2,5 km.kv bo'lib 250-300 atrofida aholi yashagan. Eng ommalashgan va keng tarqalgan yunon polisining hududi 100-200 km. kv, ya'ni 10x10, 10x20 kmni tashkil etgan. Aholisi 5 mingdan 10 mingga bo'lib, uning tarkibi: bolalar, ayollar, chet elliklar va qullardan iborat bo'lgan. Aristotel aytganidek, polis hududi ko'zga ko'rinadigan bo'lishi kerak, sababi himoya qilish oson bo'ladi. Polis markazida shahar joylashgan. Bu shaharning vazifasi markaziy punkt vazifasini bajarish, ya'ni polisning barcha hududiga yordam jo'natish, o'rmon mahsulotlarini yetkazib berish, bu mahsulotlarni o'sha yerning o'zida qayta ishlash lozim bo'lgan [3, 148-149]

. Shahar va polislarning dengizga chiqish imkoniyati bo'lishi ular uchun juda katta ustunlikni ta'minlagan. Birinchidan, davlat xavfsizligini ta'minlagan, ikkinchidan, mahsulotlarni yetkazib berish qulay bo'lgan. Bu kabi qulayliklarga ega bo'lgan polis Aristotelning fikricha ideal ko'rinishdagi polis hisoblangan Odatda yunon polislari kichik-kichik davlat bo'lgan. Hududining kichik bo'lishi polis hududining boshidan oxirigacha borib-kelish oson bo'lishini ta'minlagan. Shahami bir necha soatlarda aylanib chiqish mumkin bo'lgan. Aholisi ham kam bo'lib ko'pchilik bir-birini tanigan. Markaz bitta bo'lib xalq shu yerda yig'ilgan.

Mil. av VI asrda qullar toifasi kam sonli bo'lgan. Qullar katta yer egalari ham kam bo'lib, hunarmandchilik do'konlarida ham ularning roli sezilarli bo'lmagan. Biroq polis iqtisodiyotining qiyinlashuvi, hunarmandchilik ishlab chiqarilishining rivojlanishi, avdo operatsiyalarining kengayishi natijasida qullar soni o'sib bordi. Yunon polislarning o'ziga xos muhim bir ijtimoiy tarkibi ijtimoiy kategoriya, ya'ni teng huquqli fuqarolar jamoasidan iborat. Polis fuqaroligini quyidagi toifalargina qabul qila olgan: Avloddan - avlodga o'tadigan yer merosxo'rlari; xalq xizmatchilari; falangadagi og'ir qurollangan

goplitlar [4, 14-b]. Boshqa shaharlardan kelgan, hattoki qo'shni polisdan kelgan kishilar ham bu, yerning fuqaroligiga kirmagan. Yer tomorqalarini yo'qotish fuqarolik huquqidan va fuqarolar jamoasidan mahrum bo'lishga olib kelgan. Savdo va hunarmandchilik rivojlangan markazlar Korinf va Afinada yer tomorqalaridan mahrum bo'lgan fuqarolar hunarmandchilik va savdo-sotiq bilan shug'ullanishga majbur edi. Bunday odamlar fuqarolik huquqidan mahrum bo'lmas edi, lekin ikkinchi darajali fuqarolarga aylanar edi. Ular birinchi imkoniyatdayoq tomorqalarini qaytarib olishga harakat qilgan va shu bilan o'zlarining jamiyat oldidagi obro'larini tiklab olganlar. Polis hukumati yerdan ajragan fuqarolarga siyosiy yordam ko'rsatgan.

Xulosa o'nida shuni aytish lozimlim yunon polislarining shakillana boshlashi Yunoniston uchun juda kata ahamiyatga ega bo'ldi. Chunki har bir fuqoro o'z polis hududida yer ulushiga ega bo'lgan, davlar budjeti uchun ham yaxshi daromad tushayotgan edi. Yana bir qulay tomonlari shuki Shahar va polislarining dengizga chiqish imkoniyati bo'lishi yunon aholisi uchun kaloniyalar orasidagi masofani qisqarishi hamda qulay savdo-sotiq qilish uchun ham kata ahamiyat kasb etgan va shu bilan bir qatorda aholi uchun juda katta ustunlikni bergan. Birinchidan, davlat xavfsizligini ta'minlangan, ikkinchidan, mahsulotlarni yetkazib berish qulay bo'lgan. Bu kabi qulayliklarga ega bo'lgan polislar aholi tomonidan rivojlantira borilgan

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**MAKTAB O'QUVCHILARIDA HUQUQIY ONG VA HUQUQIY
MADANIYATNI SHAKLLANTIRISH METODIKASI**

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Annotatsiya: Mazkur maqolada umumiy o'rta ta'lim muassasalarida o'quvchilarda huquqiy ong va huquqiy madaniyatni shakllantirish jarayonining metodik asoslari, samarali pedagogik yondashuvlar, zamonaviy ta'lim texnologiyalaridan foydalanish yo'llari ilmiy jihatdan yoritilgan.

Kalit so'zlar: huquqiy ong, huquqiy madaniyat, metodika, ta'lim, tarbiya, fuqarolik pozitsiyasi, huquqiy bilimlar.

Аннотация: В статье научно освещены методические основы процесса формирования правосознания и правовой культуры обучающихся в учреждениях общего среднего образования, эффективные педагогические подходы, пути использования современных образовательных технологий.

Ключевые слова: правосознание, правовая культура, методика, образование, воспитание, гражданская позиция, правовые знания.

Abstract: This article scientifically covers the methodological foundations of the process of forming legal awareness and legal culture in students in general secondary educational institutions, effective pedagogical approaches, and ways to use modern educational technologies.

Keywords: legal awareness, legal culture, methodology, education, upbringing, civic position, legal knowledge.

Bugungi globallashuv davrida fuqarolarning huquqiy bilim darajasi va huquqiy ongining yuksakligi mamlakat taraqqiyotining muhim mezonlaridan biridir. Ayniqsa, yosh avlod vakillarida huquqiy madaniyatni shakllantirish – ularni qonunlarga hurmat bilan qaraydigan, o'z huquq va majburiyatlarini biladigan, ijtimoiy faol fuqarolar qilib voyaga yetkazishning muhim omilidir [1]. Shu sababli maktab ta'limida huquqiy tarbiyani samarali tashkil etish, buning uchun metodik asoslarni to'g'ri belgilash bugungi kun talabiga aylandi. Jamiyat taraqqiyotining muhim sharti bu fuqarolarning huquqiy ong va huquqiy madaniyat darajasidir. Ayniqsa, yosh avlodni huquqiy bilimlar bilan qurollantirish va ularda huquqiy mas'uliyatni shakllantirish demokratik jamiyat qurishda muhim ahamiyat kasb etadi. Ushbu maqolada o'quvchilarda huquqiy ong va huquqiy madaniyatni shakllantirish metodikasiga ilmiy yondashuvlar tahlil qilinadi.

Huquqiy ong va madaniyat tushunchasi

Huquqiy ong — bu shaxsning huquqiy bilimga ega bo‘lishi, huquqiy qadriyatlarni anglab yetishi va ularga amal qilishga ichki ehtiyoj sezishi bilan bog‘liq bo‘lgan ong shaklidir. Huquqiy madaniyat esa — huquqiy ongdan tashqari, shaxsning ijtimoiy-huquqiy munosabatlardagi xulq-atvori, huquqni hurmat qilishi, qonunga itoat etishi kabi amaliy faoliyatlar majmuidir.

O‘quvchilarda huquqiy ong va huquqiy madaniyatni shakllantirishning asosiy maqsadi – ularning qonunlarni anglash, huquqlarini bilish va majburiyatlarini tushunish qobiliyatini rivojlantirishdir. Ushbu jarayon bolalarni yoshligidan qonuniylik va odillik tamoyillariga rioya qilishga o‘rgatadi. Huquqiy madaniyatni shakllantirish yosh avlodning ijtimoiy hayotga moslashuvini ta‘minlash, huquqbuzarliklarning oldini olish va fuqarolik jamiyatini rivojlantirish uchun muhimdir [2]. Tadqiqotlarga ko‘ra (Kazimirschuk V. P., 1987), o‘quvchilarning huquqiy bilimsizligi ularning kelajakda ijtimoiy faolligini pasaytirishi va qonunbuzarlik xavfini oshirishi mumkin. Shu sababli, boshlang‘ich ta‘limdan boshlab huquqiy ta‘lim berish muhim ahamiyat kasb etadi.

Huquqiy ongni shakllantirishda o‘qituvchining o‘rni.

Pedagog o‘quvchilarning huquqiy ongini shakllantirishda quyidagi yo‘nalishlarda faoliyat olib borishi kerak: - Huquqiy bilimlarni berish: Dars jarayonlarida, sinfdan tashqari ishlarda O‘zbekiston Respublikasining Konstitutsiyasi, “Bola huquqlari to‘g‘risida”gi qonun va boshqa huquqiy hujjatlar mazmunini tushuntirish [3].- Interfaol metodlardan foydalanish: Rolli o‘yinlar, debatlar, muhokamalar orqali o‘quvchilarni huquqiy masalalarda mustaqil fikr yuritishga o‘rgatish. - Hayotiy misollar asosida o‘rgatish: Mahalliy voqealar, OAVda yoritilgan holatlar orqali huquqiy ongni real hayotga bog‘lash.

Darslarda ochiq darslar tashkil qilish ham samarali hisoblanadi. Quyida ko‘rishimiz mumkin:

“Huquqiy savodxonlik kuni” ochiq darsi.

Dars mavzusi: “Huquq va burch — har bir fuqaroning hayotidagi asos”.

Maqsad:

- O‘quvchilarda huquqiy bilimlarni kengaytirish;
- Huquq va burch tushunchalarini mustahkamlash;
- Huquqqa hurmat, adolat va qonuniylik tamoyillarini tarbiyalash.

Asosiy tushunchalar: konstitutsiya, bola huquqlari, fuqarolik burchi, qonunga itoat

Darsda qo‘llaniladigan metodlar:

1. Savol-javob (brainstorming usuli)

Savollar:

Huquq nima?

Burch nima?

Siz qaysi huquqlarga egasiz?

Qonunlarni bilish nima uchun kerak?

> Usul: O'quvchilardan qisqa va tez javoblar olish, keyin izoh berish.

2. Rol o'yinlari (dramatizatsiya)

Topshiriq:

O'quvchilar kichik sahna ko'rinishlari tayyorlaydi. Masalan:

Bir guruh "Sud jarayoni"ni ko'rsatadi.

Bir guruh "Maktabda huquqiy nizolarni hal qilish" sahnasini ko'rsatadi.

> Ma'no: Huquqiy muammolarni hal qilishda qanday yo'llar mavjudligini amalda ko'rsatish.

3. Debat (bahs-munozara)

Mavzu: "Barcha fuqarolar qonun oldida tengmi?"

Tayyorlov:

2 ta guruh tuziladi: "Ha" va "Yo'q" tomonlar. Har ikki guruh dalillar tayyorlaydi va fikrlarini himoya qiladi.

> Ma'no: Tanqidiy fikrlash va huquqiy dalil keltirish ko'nikmasini rivojlantirish.

4. "Qonunlarni top" o'yini (interfaol o'yin)

Vazifa: O'quvchilarga turli huquqiy holatlar taqdim etiladi (masalan, maktabda tartib buzish, jamoat joyida odobsizlik). Ular qaysi qonun yoki qoidaga to'g'ri kelishini topib aytadilar.

> Misol:

Holat: "Maktab hududida o'zaro janjal."

O'quvchilar: "Maktab ichki tartib qoidalariga zid harakat."

5. "Mening huquqlarim" devor gazetasi (ijodiy ish)

O'quvchilar plakatlar tayyorlashadi.

Plakatda har bir bola o'z huquqlarini (o'qish, dam olish, so'z erkinligi va h.k.) yozadi va rasm chizadi.

> Ma'no: Huquqiy savodxonlikni tasviriy ifodalash orqali mustahkamlash.

Qo'shimcha materiallar:

O'zbekiston Respublikasi Konstitutsiyasining bolalar uchun soddalashtirilgan matni

"Bola huquqlari to'g'risida"gi Konvensiyadan parchalar

Huquqiy hikoyalar va masallar.

Wordwall.net dasturida yaratilgan o'yinlar.

Yakuniy qism:

O'quvchilarga "Bugun nimalarni o'rgandik?" degan savol bilan yakuniy muhokama qilish. Bunda wordwall.net saytida yaratilgan o'yin orqali o'quvchilar bilimi

baholanadi. O'quvchilar QR havola orqali mavzuga oid atamalar va ma'nosini to'ldirishadi:



Faol qatnashgan o'quvchilarga kichik sovg'a va diplomlar topshirish mumkin (ramziy tarzda). Bu esa ularda ko'proq bilim olishga bo'lgan intilishni rag'batlantiradi.

Huquqiy madaniyatni shakllantirish metodikasi.

Huquqiy madaniyatni shakllantirish uzluksiz jarayondir. Unda quyidagi metodik yondashuvlar muhim o'rin tutadi:

- Tarixiy va adabiy manbalarni jalb etish: Adabiyot darslarida asarlar qahramonlarining huquqiy xatti-harakatlarini tahlil qilish. Huquqiy savodxonlikni oshirish bo'yicha darsdan tashqari faoliyat.

a) huquqiy mavzularda insho va maqolalar yozish – o'quvchilarning huquqiy bilimlarini mustahkamlashga xizmat qiladi;

b) huquqiy olimpiadalar va viktorinalar – bilimlarni tekshirish va rag'batlantirish vositasi sifatida ishlatiladi;

c) huquqiy mavzuda teatrlashtirilgan chiqishlar – o'quvchilarning huquqiy muammolarni tushunishini oshirishga yordam beradi.

- Ota-onalar bilan hamkorlik: Huquqiy madaniyatni oilaviy muhitda ham mustahkamlash.

1) Ota-onalar uchun huquqiy seminar va maslahatlar – farzandlarining huquqiy tarbiyasiga e'tibor qaratishlari uchun tashkil qilinadi;

2) Mahalla va huquqni muhofaza qilish organlari bilan uchrashuvlar – huquqbuzarliklarning oldini olish va o'quvchilarning huquqiy savodxonligini oshirishga xizmat qiladi.

- Huquqshunoslar bilan uchrashuvlar: Mutaxassislar bilan suhbatlar, seminarlar tashkil etish orqali o'quvchilarning bilimlarini chuqurlashtirish. Interfaol metodlar orqali huquqiy ta'lim berish.

A. Munozaralar va bahs-munozaralar – o'quvchilarni muayyan huquqiy masalalar bo'yicha fikrlashga undaydi;

B. Vaziyatli topshiriqlar – real hayotga asoslangan huquqiy muammolar yechimini topish o‘quvchilarning fikrlash qobiliyatini oshiradi;

C. Rolli o‘yinlari – sud jarayonlari, huquqni muhofaza qilish organlari faoliyatini o‘z ichiga olgan sahnalashtirilgan o‘yinlar orqali o‘quvchilar real huquqiy muhitni tushunib yetadilar [4].

Amaliy tajriba va natijalar. Ko‘pgina maktablarda “Huquqiy haftalik”, “Huquqiy savodxonlik kuni” kabi tadbirlar o‘tkazilib, o‘quvchilarda huquqiy ong va madaniyatning shakllanishiga ijobiy ta’sir ko‘rsatmoqda. Bu kabi amaliy ishlar samaradorligini oshirish uchun ularni tizimli reja asosida olib borish zarur [5].

Huquqiy ong va madaniyatni shakllantirish maktab davridan boshlanishi zarur. Bu jarayonda pedagoglarning bilimdonligi, yondashuvlarining zamonaviyligi, ota-onalar bilan hamkorligi va metodik ta’minotning kuchli bo‘lishi muhimdir. Shu asosda shakllangan huquqiy ongli shaxs kelajakda adolatli jamiyat qurilishining faol ishtirokchisiga aylanadi. O‘quvchilarda huquqiy ong va huquqiy madaniyatni shakllantirish – jamiyat barqarorligini ta’minlashda muhim ahamiyat kasb etadi. Bu jarayon huquqiy ta’limni interfaol metodlar, texnologiyalar va ijtimoiy hamkorlik orqali yo‘lga qo‘yish orqali amalga oshiriladi. Pedagoglar, ota-onalar va jamiyatning birgalikdagi harakatlari natijasida huquqiy ongli va madaniyatli yoshlarni tarbiyalash mumkin. Shu boisdan, huquqiy ta’limni zamonaviy pedagogik texnologiyalar asosida yo‘lga qo‘yish zarur.

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Milliy g‘oya, ma‘naviyat asoslari va huquq ta‘limi yo‘nalishi 4 – bosqich talabasi

Annotatsiya: Mazkur maqolada yoshlarning shaxsiy rivojida o‘qituvchi va ota-onaning o‘zaro hamkorligi, bu hamkorlikning tarbiyaviy ahamiyati, shakllari va samaradorligi haqida ilmiy-nazariy asoslar bayon etiladi. Oila va maktabning uzviy aloqasi orqali bolalarda ijtimoiy faollik, axloqiy yetuklik, mustaqil fikrlash kabi sifatlar shakllanishi yoritiladi.

Kalit so‘zlar: shaxsiy rivojlanish, tarbiya, o‘qituvchi, ota-ona, hamkorlik, ijtimoiylashuv, pedagogik ta‘sir.

Abstract: This article describes the scientific and theoretical foundations of the mutual cooperation of teachers and parents in the personal development of young people, the educational significance, forms and effectiveness of this cooperation. The formation of such qualities as social activity, moral maturity, independent thinking in children through the integral connection of family and school is highlighted.

Keywords: personal development, upbringing, teacher, parents, cooperation, socialization, pedagogical influence.

Аннотация: В статье рассматриваются научно-теоретические основы взаимодействия педагогов и родителей в развитии личности молодежи, воспитательное значение, формы и эффективность этого взаимодействия. Благодаря тесной связи семьи и школы происходит формирование у детей таких качеств, как социальная активность, нравственная зрелость, самостоятельность мышления.

Ключевые слова: развитие личности, воспитание, педагог, родители, сотрудничество, социализация, педагогическое воздействие.

Zamonaviy jamiyatda yosh avlodning barkamol, ongli, mustaqil fikrlovchi shaxs bo‘lib kamol topishi muhim ijtimoiy vazifalardan biridir. Bu jarayon esa, avvalo, oila va ta‘lim muassasasida olib boriladigan uzviy tarbiyaviy ishlar orqali amalga oshiriladi. O‘qituvchi va ota-onaning hamkorlikda harakat qilishi yoshlarning shaxsiy rivojida asosiy poydevor bo‘lib xizmat qiladi. Maqolaning asosiy maqsadi — oila va maktab hamkorligining yoshlar tarbiyasidagi o‘rnini tahlil qilishdir.

Shaxsiy rivoj tushunchasining mohiyati. Shaxsiy rivoj — bu bolaning aqliy, axloqiy, emotsional, jismoniy va ijtimoiy sohalaridagi o‘sishi, o‘zini anglash va jamiyatga moslashish jarayonidir. Bu rivojlanish ichki va tashqi omillarning o‘zaro ta‘siri asosida shakllanadi [1]. Oila — bu birinchi tarbiya maktabi bo‘lsa, maktab — uni mustahkamlovchi ijtimoiy institutdir. Bu ikki muhim institutning o‘zaro hamkorligi esa bolaning to‘laqonli shaxs sifatida shakllanishida beqiyos ahamiyatga ega. Maktab

o'quvchilari bilan quyidagi metodlarni bajarish orqali samarali dars tashkil qilishimiz mumkin:

“Monitoring va tahlil” metodini bajarish tartibi (7-sinflar misolida):

1. Maqsadni aniqlash

Vazifa: Monitoringni nima uchun olib borilayotgani belgilanadi.

Misol: “7-sinf o'quvchilarining o'z-o'zini baholash, ijtimoiy faollik va intizomga oid shaxsiy rivojlanish darajasini aniqlash.”

2. Asbob-uskunalarini tayyorlash

Vazifa: Monitoringda foydalaniladigan vositalar tayyorlanadi.

Misollar: O'quvchilar uchun psixologik test (masalan: “Men kimman?” testlari);

So'rovnoma varaqalari (motivatsiya, darsga munosabat, ota-onaning ishtiroki haqida);

Ota-onalar uchun anketalar (farzand tarbiyasi va darsdagi faoliyatga munosabat bo'yicha);

O'qituvchi tomonidan yuritiladigan “Shaxsiy rivoj kundaligi”.

3. Monitoringni o'tkazish

Vazifa: Belgilanadigan vaqt oralig'ida monitoring vositalari orqali ma'lumot yig'iladi.

Amaliyot: O'quvchilarga testlar va so'rovnomalar beriladi;

Ota-onalar bilan suhbatlar o'tkaziladi (masalan, “Farzandim qanday inson bo'lib ulg'ayayapti?” mavzusida);

O'qituvchi kundalik kuzatuvlarini yozib boradi (darsga tayyorgarligi, xulq-atvori, sinfdoshlar bilan munosabat).

4. Natijalarni tahlil qilish

Vazifa: Yig'ilgan ma'lumotlar asosida umumiy holat baholanadi.

Usul: a) Jadval va grafiklar tuzish orqali o'zgarishlar ko'rsatiladi; b) Ijobiy va salbiy jihatlar tahlil qilinadi; c) Farzandining yutuq va kamchiliklari haqida ota-onalarga xulosalar beriladi.

Misol: “Bahorgi monitoring natijasiga ko'ra, 7-“B” sinfida 65% o'quvchi o'zini yetarli darajada baholay olmayapti. 30% o'quvchi ota-onasi bilan muloqoti yetarli emas.”

5. Taqdimot va muhokama

Vazifa: Ota-onalar, o'quvchilar va pedagoglar bilan natijalarni baham ko'rish.

Amaliyot: - “Shaxsiy rivoj – sinf ko'zgusi” mavzusida ota-onalar yig'ilishi;

- O'quvchilar bilan individual suhbatlar;

- O'qituvchilar bilan pedagogik maslahat (metodbirlashma yig'ilishi).

6. Takliflar va chora-tadbirlar ishlab chiqish

Vazifa: Kuzatuv va tahlil asosida shaxsiy rivojlanishga yo'naltirilgan amaliy ishlar belgilanadi.

Misol: Kam faollik ko'rsatgan o'quvchi uchun ota-ona bilan "haftalik rejalar" tuzish; Har oyda "O'zini eng yaxshi namoyon qilgan o'quvchi" burchagini tashkil etish; Ota-onalar bilan psixologik maslahatlar yo'lga qo'yish.

Xulosa: Monitoring va tahlil metodi – bu o'quvchining shaxsiy rivojini tizimli o'rganish, ota-ona va o'qituvchi ishtirokida muhim qarorlarni birgalikda qabul qilish imkonini beradi. 7-sinflarda bu metod nafaqat nazorat, balki tarbiyaviy yondashuv, ishonchli hamkorlik vositasi bo'lib xizmat qiladi.

Ota-onaning tarbiyaviy roli. Ota-ona bola hayotidagi ilk namuna, birinchi murabbiy hisoblanadi. Farzandning xulq-atvori, dunyoqarashi, qadriyatlar tizimi aynan oilada shakllanadi [2]. Ota-onaning tarbiyadagi ishtiroki quyidagi jihatlar orqali namoyon bo'ladi:

- Farzand bilan yaqin muloqotda bo'lish;
- Ijoby shaxsiy fazilatlarni namoyon etish;
- Intizom va mas'uliyatni o'rgatish;
- O'qituvchi bilan doimiy aloqada bo'lish.

Ota-onaning faolligi bolaning o'zini qadrlashi va o'ziga bo'lgan ishonchini oshiradi. Bunda quyidagi metodlar bilan ishlashimiz mumkin:

Axborot-ma'rifiy metodlar.

Mazmuni: Ota-onalarni pedagogik bilim va ko'nikmalar bilan qurollantirish orqali ularni tarbiyaviy jarayonga faol jalb etish.

- Qo'llanilishi: a) Ma'ruzalar, seminar-treninglar;
- b) Tarbiyaviy broshyura va bukletlar tarqatish;
- c) Ota-onalar uchun onlayn vebinarlar.

Samarasi: Ota-onalarning pedagogik madaniyati oshadi, ular farzandi bilan ishlashda aniq yondashuvga ega bo'ladi.

O'qituvchining tarbiyaviy funksiyasi. O'qituvchi — bilim beruvchi bo'lish bilan birga, shaxsiy yetakchi, tarbiyachi va maslahatchi hisoblanadi [3]. U quyidagilar orqali shaxsiy rivojga ta'sir ko'rsatadi:

- a) Ijtimoiy me'yorlar va qadriyatlarni o'rgatish;
- b) Bolaning ijtimoiy holatini aniqlab, to'g'ri yondashuvni tanlash;
- c) Mustaqil fikr yuritishga undash;
- d) Oila bilan doimiy aloqa o'rnatish.

O'qituvchining pedagogik mahorati bolaning o'ziga bo'lgan munosabatini shakllantirishda katta rol o'ynaydi.

O'qituvchi va ota-ona hamkorligi shakllari. Tarbiyaviy jarayonda quyidagi hamkorlik shakllari samarador hisoblanadi:

- 1) Ota-onalar yig'ilishi;
- 2) Individual suhbatlar;
- 3) Uyga tashriflar (pedagogik monitoring);

4) Onlayn muloqot va maslahatlar (zamonaviy vositalar orqali);

5) Birgalikdagi tarbiyaviy tadbirlar: seminar, ekskursiya, tadbirlar.

Bunday faoliyatlar ota-onani o'z farzandining tarbiyasiga bevosita jalb etadi [4].
Monitoring va tahlil metodlarini ko'rib chiqamiz:

Mazmuni: Farzand tarbiyasidagi muvaffaqiyatlar va muammolarni aniqlash, muayyan yo'nalishda tuzatishlar kiritish.

Qo'llanilishi:

- So'rovnomalar va testlar (ota-onalar uchun);
- Diagnostika kartalari (o'quvchi holati bo'yicha);
- Tarbiyaviy kundaliklar yuritish.

Samarasi: O'qituvchi va ota-ona farzand shaxsiy rivojidagi o'zgarishlarni kuzatib boradi va aniq chora-tadbirlar belgilaydi.

Tarbiyaviy hamkorlik samaradorligi. Tadqiqotlar shuni ko'rsatadiki, ota-ona va o'qituvchi o'rtasidagi faol hamkorlik:

- » O'quvchilarda yuqori o'zlashtirish ko'rsatkichlarini;
- » Shaxsiy mas'uliyat va tashabbuskorlikni;
- » Kam ijtimoiy muammo va nizolarni;
- » Emotsional barqarorlikni ta'minlaydi.

Amerikalik pedagog J. Epstinning tadqiqotlariga ko'ra, o'z farzandi ta'limi va tarbiyasiga faol jalb bo'lgan ota-onalarning bolalari ko'proq muvaffaqiyat qozonadi. Ushbu yo'nalish bo'yicha "Hamkorlikda qaror qabul qilish" metodi bilan tahlil qilamiz:

Mazmuni: O'qituvchi, ota-ona va o'quvchi o'zaro muhim masalalarni birgalikda muhokama qilib, umumiy qarorga kelishadi.

Qo'llanilishi:

- 1) O'quvchilarning xatti-harakatlari bo'yicha uch tomonlama yig'ilishlar;
- 2) Sinf ichki nizomlarini birgalikda ishlab chiqish;
- 3) "Sinf hayotida men" loyihasi orqali fikr almashuv.

Samarasi: Har bir ishtirokchi o'zini muhim his qiladi, shaxsiy mas'uliyat kuchayadi.

Yoshlarning har tomonlama yetuk shaxs bo'lib shakllanishi uchun o'qituvchi va ota-onaning uzviy hamkorligi muhim hisoblanadi. Bu hamkorlik orqali tarbiyaviy jarayon bir butun tizim sifatida samarali tashkil etiladi. Shu boisdan, pedagogik tajriba va amaliyotda maktab-oila aloqalarini mustahkamlash, ota-onalarning pedagogik madaniyatini oshirish, o'qituvchilarni psixologik va kommunikativ kompetensiyalari bilan ta'minlash zamonaviy tarbiya tizimining ustuvor yo'nalishlaridan biri bo'lib qoladi.

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**ZAMONAVIY O'QITUVCHINING SHAXSIY KOMPETENSIYASINI
SHAKLLANTIRISH MUAMMOLARI.**

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Annotatsiya: Ushbu maqolada zamonaviy o'qituvchining shaxsiy kompetensiyasi, uni shakllantirish jarayonida uchraydigan muammolar va ularni bartaraf etish yo'llari tahlil qilingan. O'qituvchining shaxsiy kompetensiyasi nafaqat kasbiy bilim va ko'nikmalar bilan, balki uning kommunikativ, psixologik va axloqiy tayyorgarligi bilan ham belgilanadi. Tadqiqotda zamonaviy ta'lim talablariga javob bera oladigan raqobatbardosh o'qituvchini tayyorlashda individual yondashuv, uzluksiz o'qitish va o'z-o'zini rivojlantirish omillariga alohida e'tibor qaratilgan.

Kalit so'zlar: Zamonaviy o'qituvchi, shaxsiy kompetensiya, pedagogik mahorat, raqobatbardoshlik, innovatsion ta'lim, uzluksiz ta'lim, kommunikativ ko'nikmalar, kasbiy rivojlanish, ta'lim sifati.

Kirish: O'zbekiston Respublikasi Prezidentning 2019 yil 8 oktyabrdagi Farmoni bilan tasdiqlangan "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasi"ga ko'ra mamlakatdagi oliy ta'lim bilan qamrov darajasini oshirish, xalqaro standartlar asosida yuqori malakali, kreativ va tizimli fikrlaydigan, mustaqil qaror qabul qila oladigan kadrlar tayyorlash, ularning intellektual qobiliyatlarini namoyon etishi va ma'naviy barkamol shaxs sifatida shakllanishi uchun zarur shart-sharoit yaratish belgilangan. Respublikada ta'lim tizimini mustahkamlash, uni zamon talablari bilan uyg'unlashtirishga katta ahamiyat berilmoqda. Bunda mutaxassis kadrlarni tayyorlash, ta'lim va tarbiya berish tizimi islohatlar talablari bilan chambarchas bog'langan bo'lishi muhim ahamiyat kasb etadi. Zamon talablariga javob bera oladigan mutaxassis kadrlarni tayyorlash, Davlat talablari asosida ta'lim va uning barcha tarkibiy tuzilmalarini takomillashtirib borish oldimizda turgan dolzarb masalalardan biridir. [1. 6-bet]

O'qituvchi kasbiy kompetensiyasini shakllantirishda chet el va mahalliy olimlarning mavzu sohasidagi ilmiy-nazariy qarashlari, g'oyalari va ilgari surilgan asosli fikrlari muhimdir. Mazkur mavzu ilmiy-pedagogik tadqiq etilishidan oldin atamalarning mazmun va mohiyatiga ko'ra, mualliflik yondashuvi bo'lishini talab qiladi. Jumladan, "kompetensiya" va "kompetentlik" tushunchasi keng qamrovli ma'noga ega bo'lib, uning mazmun va mohiyati turli soha olimlari tarafidan turlicha talqin qilinadi. Zamonaviy ta'limni modernizatsiya qilish bo'yicha olib borilayotgan ishlar munosabati bilan "kompetensiya" va "kompetentlik" so'zlari yangi tusga kirdi. Ushbu tushunchalarning mazmun-mohiyatini aniq ifodalashda N.A. Muslimov, A.V. Xutorskoy, I.A. Zimnyaya, John Raven, Robert White, Richard Boyatzis, Lothar Reetz va boshqa olimlar katta hissa

qo'shganlar. Turli xil izohli lug'at va ilmiy adabiyotlarda "kompetensiya" va "kompetentlik" tushunchalari turlicha izohlanadi. "O'zbekiston milliy ensiklopediyasi"da keltirilishicha: "kompetensiya" (lot. **Competo** – erishyapman, munosibman, loyiqman) demakdir. [2.2-bet]

So'ngi yillarda yurtimizning barcha sohalaridagi kabi ta'lim-tarbiya sohasini ham tubdan isloh qilishga qaratilgan chora tadbirlar amalga oshirilmoqda. Xususan O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi sohasida kompetensiyaviy yondashuvning joriy qilinishi va unga asoslangan davlat ta'lim standartlarini ishlab chiqilishishular jumlasidandir. O'zbekiston Respublikasi Prezidenti Sh.M. Mirziyoevning "Yana bir muammoni hal etish o'ta muhim hisoblanadi: bu pedogoglar va professor-o'qituvchilar tarkibining professional darajasi, ularning maxsus bilimlaridir. Bu borada ta'lim olish, ma'naviy ma'rifiy kamolot masalalari va haqiqiy qadriyatlarini shakillantirish jarayonlariga faol ko'mak beradigan muhitni yaratish zarur" deb ayatgan fikrlari bugunda o'z tasdig'ini topmoqda. Bu haqida fikr yuritish uchun ta'limda kompetensaviy yondashuvni metodologik asos sifatida tanlab olindi. O'zbekiston Respublikasida ta'limning uzluksizligi, barkamol shaxsni tarbiyalashga yo'naltirilganligidan kelib chiqqan holda, umumiy o'rta, o'rta maxsus, kasb-hunar ta'limida o'qitiladigan umuta'lim fanlari mazmunining izchilligini ta'minlash maqsadida tayanch kompetensiyalar hamda har bir o'quv fani mazmunidan kelib chiqqanholda xususiy kompetensiyalar belgilab olindi. [3. 39-bet] Shaxsiy rivojlanishga to'sqinlik qiluvchi ijtimoiy muammolar Moliyaviy qiyinchiliklar, O'qituvchilarning yetarli daromad topmasligi, o'z malakasini oshirish uchun resurs ajrata olmasligi. Jamiyatdagi o'qituvchilik kasbining qadrsizlanishi, ko'plab jamiyatlarda o'qituvchilarning obro'si va faoliyatiga e'tibor past bo'lib qolmoqda. An'anaviy usullardan voz kechishni istamaslik. Innovatsion yondashuvlarni joriy etishdagi muammolar ta'lim muhitidagi o'zgarishlarga moslashishdagi qiyinchiliklar, raqamli platformalar va yangi pedagogik usullarni samarali joriy qilish uchun yetarli tayyorgarlik yo'qligi. Jamoaviy ish tajribasining sustligi, o'qituvchilar o'rtasida tajriba almashish va innovatsion usullarni sinab ko'rishga ishtiyoq pastligi kabilar.

Hozirgi zamon o'qituvchisi o'z mutaxassisligiga oid bilimlar bilan birga, pedagogik va psixologik bilimlarni hamda turli fan yo'nalishlari bo'yicha maxsus bilimlarga ega bo'lgan, kasbiy tayyorgarlik, yuksak axloqiy fazilatlarini egallagan, ta'lim muassasalarida faoliyat ko'rsatuvchi shaxsdir Ushbu nuqtai nazardan hozirgi kunda quyidagi burch va mas'uliyatlar o'qituvchilardan talab qilinadi. O'qituvchi, eng avvalo, mas'uliyatni xis etuvchi tarbiyachi, tajribali notik, madaniyat va ma'rifat targ'ibotchisidir. O'qituvchi tabiatan o'quvchilarni seva olishi, o'z mehrini, xis tuyg'ularini har lahzada o'quvchilar ichki dunyosi bilan bog'lay olishi, ularning ham mexriga, hurmatiga sazovor bo'lishi kerak. O'qituvchi jamiyat ijtimoiy xayotida ro'y berayotgan o'zgarishlar, olib borilayotgan ijtimoiy-iqtisodiy islohotlar mohiyatini

chuqur anglab yetishi va ularga xolisona baho berib, bu borada o'quvchilarga to'g'ri, asosli ma'lumotlarni doimiy bera olishi lozim. Zamonaviy o'qituvchining ilm-fan, texnika va axborot-kommunikatsion texnologiyalari yangiliklaridan va yutuklaridan xabardor bo'lib borishi talab etiladi. O'qituvchi o'z mutaxassisligi bo'yicha chuqur va puxta bilimga ega bo'lishi barcha fanlar integratsiyasini o'zlashtirib borishi, bunda o'z ustida tinimsiz ilmiy izlanishlar olib borishi. O'qituvchi pedagogika va psixologiya fanlari asoslarini puxta bilishi. O'quvchilarning yosh va psixologik xususiyatlarini inobatga olgan xolda ta'lim-tarbiya faoliyatini tashkil etishi kerak. [4. 103-bet]

Xulosa: Zamonaviy o'qituvchining shaxsiy kompetensiyasini shakllantirish dolzarb va murakkab jarayon bo'lib, bu yo'lda pedagogik ta'lim tizimini takomillashtirish, amaliy mashg'ulotlarni kuchaytirish hamda o'qituvchilarning o'z ustida ishlash madaniyatini yuksaltirish muhim ahamiyat kasb etadi. Bu yo'nalishda samarali natijalarga erishish uchun tizimli yondashuv, zamonaviy texnologiyalarni joriy etish va pedagogik innovatsiyalarni qo'llash zarur hisoblanadi.

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TA'LIM MODERNIZATSIYA QILISHDA SUNIY INTELEKTNI O'RNI VA RO'LI

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Abstract; *This article examines the role of artificial intelligence in the modern education system and its impact on the educational process. Artificial intelligence (AI) technologies create opportunities for increasing educational efficiency, implementing personalized learning, individually developing students' knowledge, and developing new pedagogical methods. The article covers the main aspects of the application of artificial intelligence in education - personalized learning, facilitating student monitoring, virtual teachers and chatbots, interactive learning environments, and the use of virtual/augmented reality technologies. implementation of the application of artificial intelligence in the education system and the need to strike the right balance to eliminate its negative effects.*

Keywords; *Technology chat. education system, artificial intelligence, professional activities, virtual reality, smart machines, robotics*

Аннотация; *В статье рассматривается роль искусственного интеллекта в современной системе образования и его влияние на процесс обучения. Технологии искусственного интеллекта (ИИ) создают возможности для повышения эффективности образования, внедрения персонализированного обучения, индивидуального развития знаний учащихся и разработки новых педагогических методов. В статье рассматриваются основные аспекты использования искусственного интеллекта в образовании — персонализированное обучение, упрощение мониторинга успеваемости учащихся, виртуальные учителя и чат-боты, интерактивные среды обучения, использование технологий виртуальной/дополненной реальности.*

Ключевые слова; *Технологический чат. система образования, искусственный интеллект, профессиональная деятельность, виртуальная реальность, умные машины, робототехника*

Intellekt (lotincha intellectus – sezish, idrok etish, anglash, tushunish) yoki aql – psixikaning yangi vaziyatlarga moslasha olish, tajriba asosida o'rganish va eslab qolish qobiliyatidan iborat sifati. Hamda tushunish va mavhum tushunchalarni qo'llash va atrof-muhitni boshqarish uchun o'z bilimlaridan foydalanish. Aql-idrok – bu insonning barcha kognitiv qobiliyatlarini o'zida mujassam etgan muammolarni o'rganish va hal qilishning umumiy qobiliyati: his qilish, idrok etish, xotira, tasvirlash, fikrlash, tasavvur qilishdir.[1]

Zamonaviy ta'lim tizimi dunyo miqyosida jadal ravishda o'zgarib, yangi texnologiyalarni o'z ichiga olmoqda. Bu texnologiyalar orasida eng muhimlaridan biri sifatida sun'iy intellekt (SI) alohida o'rin tutmoqda. Sun'iy intellekt bugungi kunda ta'lim jarayonining samaradorligini oshirish, o'quvchilarning individual ehtiyojlarini hisobga

olish, shuningdek, pedagogik metodlarni rivojlantirishda muhim vosita sifatida ishlatilmoqda. Sun'iy intellektning ta'limda qo'llanishi nafaqat o'quvchilarning bilimini oshirish, balki ta'lim jarayonining shaxsiylashtirilishi va modernizatsiyasini ta'minlashga xizmat qiladi. Sun'iy intellektning ta'limda qo'llanilishining birinchi muhim sohalaridan biri – bu shaxsiylashtirilgan ta'lim (adaptive learning). Hozirgi ta'lim tizimlarida har bir o'quvchi turli qobiliyatlar, ehtiyojlar va qiziqishlarga ega. Shunday ekan, ta'lim jarayonini bir xil dastur va metodlar bilan barcha o'quvchilarga taqdim qilish samarali bo'lmasligi mumkin. Sun'iy intellekt orqali ta'limni shaxsiylashtirish mumkin bo'ladi. Misol uchun, adaptive learning tizimlari o'quvchilarning individual o'rganish tezligini va o'quv jarayonidagi muvaffaqiyatlarini tahlil qilib, o'quvchilarga mos dars materiallarini taqdim etadi. Bu tizimlar o'quvchilarga o'ziga mos o'quv dasturini yaratish imkoniyatini beradi va ular faqat o'zlari uchun kerakli ma'lumotni olishadi, shu bilan ta'lim samaradorligi sezilarli darajada oshadi.[1]

Sun'iy intellekt nafaqat inson aql-idrokining funksiyalarini modellashtirish bilan cheklanib qolmay, balki bilish jarayonining o'zini ham yangi bosqichga olib chiqmoqda. An'anaviy tafakkur paradigmalaridan farqli o'laroq, SI algoritmlar asosida ma'lumotlarni tahlil qilish, bashorat qilish va mustaqil qaror qabul qilish imkoniyatiga ega bo'lib, bu inson bilim faoliyatining chegaralarini kengaytiradi. Ta'lim jarayonida SI texnologiyalarining joriy etilishi o'qitish metodologiyasini tubdan o'zgartirmoqda. An'anaviy ta'lim tizimi ketma-ketlik tamoyiliga asoslangan bo'lsa, sun'iy intellekt shaxsiylashtirilgan va adaptive o'qitish modellari orqali har bir o'quvchining individual xususiyatlarini hisobga olgan holda bilim berish imkoniyatini yaratmoqda. Tadqiqotlar shuni ko'rsatmoqdaki, sun'iy intellektga asoslangan ta'lim platformalari o'quvchilarning bilim olish sur'atini optimallashtirish, ularning qiziqish va qobiliyatlarini aniqlash hamda shaxsiy o'quv yo'nalishlarini shakllantirishda samarali bo'lib, an'anaviy yondashuvlarga nisbatan yuqori natijalar bermiqda

Sun'iy intellektni ta'limda qo'llashning yana bir muhim jihati – virtual o'qituvchilar va chat-botlarni yaratishdir. O'quvchilar ba'zan o'z savollarini berish yoki murakkab mavzularni tushunishda o'qituvchilar bilan doimiy ravishda aloqada bo'lish imkoniga ega bo'lmasliklari mumkin. Shu bois, sun'iy intellekt asosida ishlovchi chat-botlar va virtual o'qituvchilar yaratilgan. Ushbu tizimlar o'quvchilarga savollarga tez va aniq javob berish, o'rganishda duch kelgan qiyinchiliklarni hal qilish, ma'lumotlarni yaxshiroq tushunishga yordam beradi. Masalan, matematikadan yoki fizika kabi murakkab fanlardan foydalanuvchilarga o'quvchilarni boshqarish va darslarni o'zlashtirishda yordam beradigan virtual o'qituvchilar xizmat qilishi mumkin. Chat-botlar ham o'quvchilarga doimiy yordam ko'rsatishi, ular bilan aloqada bo'lishi va bilimni mustahkamlashda yordam berishi mumkin.[2]

Bundan tashqari, sun'iy intellekt yordamida yaratilgan ta'lim platformalari o'quvchilarga nafaqat an'anaviy darslarni, balki interaktiv va vizual materiallarni ham

taqdim etadi. Virtual va kengaytirilgan haqiqat (VR/AR) texnologiyalaridan foydalanish orqali o'quvchilar faqat nazariy bilimlarni emas, balki amaliy tajribalarni ham o'zlashtirishi mumkin. Masalan, o'quvchilar tarixiy davrlarni virtual reallikda ko'rishlari, biologik jarayonlarni simulyatsiya qilishlari yoki geografik ma'lumotlarni kengaytirilgan haqiqatda o'rganishlari mumkin. Bu, o'z navbatida, o'rganishni yanada qiziqarli, interaktiv va samarali qiladi.

Biroq, sun'iy intellektning ta'lim tizimida qo'llanilishiga qarshi ba'zi salbiy ta'sirlar mavjud. O'qituvchining o'quvchilar bilan shaxsiy aloqasi va emotsional yondoshuvi ta'limda juda muhim rol o'ynaydi. Sun'iy intellekt texnologiyalarining ortib borishi bu jihatlarni kamaytirishi mumkin. O'qituvchilarning o'zaro aloqasi, rag'batlantirish va psixologik yordam berish, o'quvchilarning rivojlanishiga katta ta'sir ko'rsatadi. Agar sun'iy intellekt tizimlari to'liq ravishda o'qituvchining rolini almashtirsa, o'quvchilarda psixologik va ijtimoiy muammolar yuzaga kelishi mumkin. Bundan tashqari, sun'iy intellektning keng tarqalishi texnologik tengsizliklarni kuchaytirishi mumkin. Rivojlangan mintaqalarda va shahar hududlarida texnologiyalarga kirish oson, ammo kichik shaharlarda va qishloq hududlarida zarur infratuzilma yo'qligi ta'limda tengsizliklarni yaratishi mumkin. Masalan, Carnegie Learning tomonidan ishlab chiqilgan SI-tizimlar o'quvchilarning zaif tomonlarini aniqlab, ularga moslashtirilgan topshiriqlarni tavsiya etishi natijasida ularning o'zlashtirish darajasi sezilarli darajada oshgan. O'quvchilarning barcha qatlami sun'iy intellekt texnologiyalaridan teng foydalanmasliklari ta'limdagi raqobatni kuchaytirishi mumkin. Shu sababli, ta'lim tizimida sun'iy intellektdan foydalanishning tenglik nuqtai nazaridan baholanishi zarur. [3]

Sun'iy intellektning ta'lim tizimida keng qo'llanilishi xavfsizlik va maxfiylik masalalarini ham keltirib chiqaradi. O'quvchilarning shaxsiy ma'lumotlari va o'quv faoliyatlari haqida to'plangan ma'lumotlar, agar xavfsiz saqlanmasa, ular shaxsiy hayotga tahdid solishi mumkin. Bu ma'lumotlarning noto'g'ri ishlatilishi yoki uzilishi o'quvchilarning maxfiyligiga zarar etkazishi mumkin. Shu sababli, sun'iy intellektning ta'lim sohasida qo'llanilishi uchun maxfiylikni ta'minlash va xavfsizlikni kuchaytirish zarur.

Selwyn (2019) tomonidan olib borilgan tadqiqotda esa sun'iy intellekt asosida shakllangan ta'lim platformalarining afzalliklari va ularni joriy etishdagi muammolar tahlil qilingan. Uning natijalariga ko'ra, raqamli ta'lim vositalari bilim olish jarayonini moslashtirishda katta imkoniyatlarga ega bo'lsa-da, ularning to'liq samaradorligini ta'minlash uchun texnologik infratuzilma va pedagogik yondashuvlar hamohang bo'lishi zarurligi ta'kidlangan. Sun'iy intellektning ta'lim sohasidagi salbiy ta'sirlariga qaramay, bu texnologiyaning imkoniyatlari nihoyatda kengdir. Sun'iy intellekt yordamida ta'limni shaxsiylashtirish, o'quvchilarni individual ravishda kuzatish va ta'limni interaktiv qilish mumkin. Bu ta'lim jarayonini yanada samarali, qiziqarli va ishonchli qiladi. To'g'ri va

ehtiyotkorlik bilan qo'llanilsa, sun'iy intellekt ta'lim tizimining sifatini sezilarli darajada oshirishi mumkin. Shu bilan birga, uning ijobiy natijalariga erishish uchun texnologiyalarning salbiy tomonlarini bartaraf etish, ehtiyotkorlik bilan yondoshuvni ta'minlash zarur. Ta'limda sun'iy intellektni joriy qilishda muvozanatni saqlash va ta'lim tizimining barcha qatlamlarida teng imkoniyatlar yaratish katta ahamiyatga ega.[4]

Xulosa

Sun'iy intellektning ta'lim tizimida qo'llanilishi ta'lim jarayonini sezilarli darajadasamarali va interaktiv qilish imkonini yaratadi. Shaxsiylashtirilgan ta'lim, o'quvchilarning o'rganish jarayonini individual tarzda qo'llab-quvvatlash, o'qituvchilarga yordam berish va yangi pedagogik metodlarni joriy etish kabi imkoniyatlar sun'iy intellekt orqali amalga oshirilishi mumkin. Virtual o'qituvchilar, chat-botlar va kengaytirilgan haqiqat texnologiyalari ta'limni qiziqarli va samarali qilishda katta rol o'ynaydi. Biroq, sun'iy intellektning ta'lim tizimida qo'llanilishi insoniy yondoshuvning kamayishi, texnologik tengsizliklar va maxfiylik xavfsizligi kabi salbiy oqibatlarga olib kelishi mumkin. Shuning uchun, sun'iy intellektni ta'limda to'g'ri va ehtiyotkorlik bilan joriy etish zarur. Ta'lim tizimining samaradorligini oshirish uchun texnologiyalarning salbiy ta'sirlarini minimallashtirish va barcha o'quvchilar uchun teng imkoniyatlar yaratish muhimdir. To'g'ri qo'llanilganda, sun'iy intellekt ta'lim sifatini oshirishda kuchli vositaga aylanadi.

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TA'LIM JARAYONIDA TALABALAR O'QUV-BILISH KOMPETENLIGINI RIVOJLANTIRISH

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Annotasiya. *Ushbu maqola Oliy ta'lim tizimi talabalarning o'zini-o'zirivojlantirishda mustaqil ta'lim kompetentligini shakllantirish, mustaqil vakreativfikrlash zarur bo'lgan bilim va ko'nikmalarni rivojlantirishga yo'naltirilgan.*

Tayanch so'zlar: *ta'lim tizimi, kasbiy kompetensiya, mustaqil ta'lim, tanqidiy va ijodiy fikrlash, amaliy ko'nikmalarni shakllantirish, kredit modultizimi.*

Hozirgi kunda oliy ta'lim muassasalarida talabalarning mustaqil ta'liminitashkil etish Oliy va o'rta maxsus ta'lim vazirligining 2005 yil 21fevraldagi 34-sonli buyrug'i asosida tasdiqlangan «Talabalarning mustaqil ishini tashkil etish,nazorat qilish va baholash tartibi» to'g'risidagi namunaviy Nizom asosida amalga oshirilmoqda Bugungi kundagi ta'lim tizimida olib borilayotgan islohotlar talabalarimus- taqil va kreativ fikrlashini rivojlantirish, amaliy ko'nikmalarni shakllantirishga oid muammolarni bartaraf etishga qaratilgandir.O'zbekistonRespublikasining oliy ta'lim muassasalarida bu vazifalarni amalgaoshirishgabosqichma-bosqich o'tish rejalashtirilgan.Talabalarda mustaqil ta'limolish, tanqidiy va ijodiy fikrlash, tizim- li tahlil qilish, tadbirkorlik ko'nikmalarinishakllantirishga yo'naltirilgan. O'quv jarayonida kompetensiyalarni kuchaytirishgaqaratilgan metodika va texnologiyalarni joriy etish, o'quv jarayonini amaliyko'nikmalarni shakllantirishga yo'naltirish, bu borada o'quv jarayonigaxalqarota'lim standartlariga asoslangan ilg'or pedagogik textexnologiyalarni joriyetishasosiy o'rinni egallaydi. Mustaqil ta'lim jarayonida talabalarningtashkilotchilikqobiliyatlarini rivojlantirishga muammoni echimi sifatida shuni aytishimizmumkinki, oliy ta'lim muassasalarida o'quv jarayonini bosqichma-bosqichkredit-modul tizimiga o'tkazishdir. Kredit-modul tizimi, bu — ta'limni tashkil etish jarayoni bo'lib, o'qitishning modul texnologiyalari jamlamasi va kredit o'lchovi asosida baholashmodelihisoblanadi. Uni bir butunlikda olib borish serqirra hamda murakkabtizimli jarayondir. Kredit-modul tamoyilida ikkita asosiy masalaga ahamiyat beriladi: talabalarning mustaqil ishlashini ta'minlash; talabalar bilimini reytingasosidabaholash. Shunday ekan, kredit – modul tizimi dars mashg'ulotlarini nafaqato'qitishni innovatsion ta'lim texnologiyalari asosida olib borish, balki talabadanmustaqil o'qib-o'rganish, ta'limga yangicha munosabatda bo'lish, mehnat bozoritalabidan kelib chiqib, zaruriy va chuqur nazariy bilimlarni egallash, amaliy

ko'nikmalarini shakllantirishga o'rgatishdan iboratdir. Ta'lim muassasalarida talaba mustaqil ishining tashkil etishdan asosiy maqsaddir.[1]

Kompetentlik yondoshuvining asoschilaridan biri bo'lgan J.Raven buning muhimligini shunday tushuntiradi: "biz ko'proq va kamroq kompetentli fermerlar, o'qituvchilar, haydovchilar, temirchilar, menedjerlar va harbiy ofitserlarni solishtirganimizda, har bir holatda o'z ishining ustalari namoyish qilgan aynan siyosiy xulq-atvor eng muhim bo'lib chiqdi. Aksincha, odamlarning bevosita xizmat burchlari doirasidan tashqaridagi ijtimoiy, tashkiliy va siyosiy cheklashlarga nisbatan biron bir chora-tadbirlarni ko'rishga layoqatsizligi va hohishi yo'qligi zamonaviy jamiyatda kompetentli bo'lmagan kasbiy xulq-atvorning asosiy manbai sifatida namoyon bo'ladi, vaholanki, aynan ular inson bu doira ichida nima qila olishini aniqlaydilar. pedagog "boshqaruvchi", "hamkor" sifatida namoyon bo'ladi, ya'ni, hamkorlik qilish, demokratik ravishda ta'sir o'tkazish, yordam berish, ruhlantirish, talabaning shaxsiy tashabbuslariga e'tiborli bo'lish, uning shaxsini rivojlantirishga intilish pozitsiyasini egallaydi; talaba pedagoglar va boshqa talabalar bilan faol hamkorlik qilishga, birbirini qo'llab-quvvatlash va o'zaro ma'suliyatlilik muhitini yaratishga yo'naltirilgan; ta'lim oluvchilar uchun ta'lim va tarbiyani tashkil etishning guruhli shakllari orqali shaxslararo munosabatlar va muloqatning xilma-xil shakllarini amaliy ravishda o'zlashtirishlari, hamkorlikda ishlash va ijod qilish quvonchini his etishlari uchun shart-sharoitlar yaratiladi harakat va xulq-atvorlarning oldindan belgilab qo'yilgan namunasiga mosligini baholashdan voz kechish. Inson tabiatidan kelib chiqqan holda, pedagogik jarayonning mazmuniy tuzilmasini aks ettiradigan, ta'limning maqsadini qo'yishdan boshlab to natijaga erishishgacha bo'lgan faoliyatni tashkil etishning barcha bosqichlari loyihalalanadi. Jamoaviy-individual ravishda tafakkur etish texnologiyasida rivojlantiruvchi makon–tabiiy ijtimoiy muhit hisoblanadi, unda umumlashtirilgan (jamo), shaxslararo (qiziqishlarga ko'ra ijodiy birlashmalar), kasbiy (predmetli mazmun) dan iborat bo'lgan munosabatlar tizimida bilim olish va o'quv-kasbiy faoliyatga oid muammolar hal etiladi, shuningdek, hayotiy muammoli vaziyatlarni boshdan kechirib ko'riladi.[2]

Bo'lajak pedagoglarning kreativ tafakkurga ega bo'lishlari ularda ijodiy muhitning qanchalik tarkib toptirilganligiga bog'liq. To'laqonli kreativlik xarakteriga ega ta'lim muhitini yaratish puxta o'ylangan rejaga tayanadi. O'qituvchilar agarda o'zlarining kreativ o'qitish metod va strategiyalarini Qo'llash (ya'ni keng ko'lamda o'ylash va kreativ fikrlash jarayonini tashkil etish)da katta samaradorlikka erishishni istasalar, buni bo'lajak pedagoglar ongiga singdirishlari va o'z vazifalarini sidqidildan bajarishlari lozim. Qolaversa, kreativ xarakterga ega muhitdagina bo'lajak pedagoglar o'rganayotgan mavzuning mazmuni, O'quv axborotlar o'rtasidagi o'zaro aloqani tushunish imkoniyatiga ega bo'ladi va bu haqida fikrlashni boshlashadi. Kreativ jihatdan rivojlanishda har bir shaxs hayotida ma'lum bir davr va bosqich muhim ahamiyat kasb etadi. Demak: kreativlikni rivojlanish davri – ma'lum kreativlik sifatlarining rivojlanishi

yakuniga yetgan qandaydir vaqt birligi; kreativlikni rivojlanish bosqichi – muayyan kreativlik sifatlarining rivojlanganlik darajasi. Shunga ko‘ra ma’lum davr va bosqichlarda pedagoglarda kreativlik sifatleri hamda ijodiy faoliyat malakalari rivojlanadi. Kreativ tafakkurga ega bo‘lajak pedagoglar boshqa bo‘lajak pedagoglarning xayoliga kelmagan g‘oyalarni bildiradi, o‘zlarini ifoda etishning o‘ziga xos uslubini tanlaydi, mavzuga aloqasi yo‘q yoki g‘ayri oddiy savollar beradi, yechimi ochiq qolgan vazifalardan zavqlanadi, g‘oyalarni aniq dalillar asosida muhokama qilishni afzal ko‘radi; muammoning yechimini topishda noan’anaviy yondashuvni tanlaydi. Pedagoglar kreativlik sifatleri bilan bir qatorda ijodiy faoliyatni tashkil etishga layoqatlilikni ifodalovchi quyidagi malakalarga ham ega bo‘lishlari zarur:

Pedagoglarda kreativ faoliyatni tashkil etishga imkon beradigan malakalar guruhleri:

- 1) bilishga oid (gnostik) malakalar;
- 2) loyihalash malakalari;
- 3) ijodiy-amaliy (konstruktiv) malakalar;
- 4) tadqiqotchilik malakalari;
- 5) muloqotga kiruvchanlik (kommunikativ) malakalari;
- 6) tashkilotchilik malakalari;
- 7) izchillikni ta’minlovchi (protsesssual) malakalar;
- 8) texnik-texnologik malakalar.

Talabaning kreativligini rivojlantirish o‘quv jarayonini ijodiy faoliyat modeli sifatida yaratish zarurligini nazarda tutadi. Oliy ta’lim nazariyasi va amaliyotida talabaning kreativligini rivojlantirishning asosiy yo‘nalishlari kasbiy ta’limni mazmunli, muammoli vaziyat kontekstida tadqiqot faoliyati sifatida tashkil etish, yechimlarni tanlash, usullarni aks ettirish, o‘zini ijodkor shaxs sifatida bilish, shaxsiy kasbiy tayyorgarlik dasturlarini yaratish, o‘quv jarayonini tashkil etishning moslashuvchan modellariga o‘tish zarurligini belgilaydi. Talabalarning kreativ kompetentligini rivojlantirish uchun ta’lim jarayonida quyidagi eng samarali metodlardan foydalanish tavsiya etiladi:[3]

Xulosa

Bizning nazarimizda, mustaqil ta’lim yoshlarni ertangi kunningmurakkabmuammolariga qiynalmas dan javob topishga tayyorlashning omili bo‘lib xizmat qiladi. Yoshlarning mustaqil bilim olishlari oliy o‘quv yurtlarida o‘quv reja va dasturda aniq belgilangan. Ayniqsa, bo‘lajak mutaxassisning kompetentligi shakllanishi uchun ta’lim-tarbiya jarayonining uzluksizligi, izchilligi, tizimlilikikatta ahamiyatga ega ekanligini unutmasligimiz kerak. Ayniqsa hozirgi axborotasrida talabaning axborot kommunikatsion texnologiyalar dan erkinfoydalanish va chet tilida muloqot qilishi ham uning to‘laqonli mutaxassis bo‘libyetishishida muhim o‘rin egallaydi.

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BOSHLANG'ICH SINFLARDA TABIIY FANLARNI O'QITISHNING ZAMONAVIY USULLARI

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Annotatsiya: *Ushbu maqolada boshlang'ich sinflarda tabiiy fanlarni o'qitishda qo'llanilayotgan zamonaviy pedagogik usullar, ularning samaradorligi va o'quvchilarning bilimga bo'lgan qiziqishini oshirishdagi o'rni yoritilgan. Shuningdek, amaliy tajribalar va innovatsion texnologiyalar asosida tashkil etilgan darslar tahlil qilinadi.*

Kalit so'zlar: *tabiiy fanlar, boshlang'ich sinf, zamonaviy metodlar, STEAM, tajriba, laboratoriya, interfaol ta'lim.*

Bugungi kunda ta'lim tizimida yuz berayotgan islohotlar natijasida boshlang'ich sinf o'quvchilariga chuqur bilim berish, ularning mustaqil fikrlashini rivojlantirish, tajribalar asosida bilim olishlarini ta'minlash dolzarb masalaga aylangan. Ayniqsa, tabiiy fanlar darslarida o'quvchilarning atrof-muhitga bo'lgan qiziqishini uyg'otish va ularni ilmiy kuzatishlarga jalb etish muhim ahamiyatga ega. Zamonaviy metodlar asosida tashkil etilgan tabiiy fanlar darslari o'quvchilarda mustaqil fikrlash, kuzatish, tahlil qilish kabi ko'nikmalarni rivojlantiradi. Ayniqsa, STEAM yondashuvi, tajriba asosidagi va interfaol metodlar orqali o'quvchilar tabiat hodisalarini chuqurroq anglashga erishadilar. Shuning uchun har bir boshlang'ich sinf o'qituvchisi dars jarayonida turli zamonaviy usullardan foydalanishi muhim hisoblanadi [1].

Boshlang'ich sinflarda tabiiy fanlarni o'qitishda quyidagi zamonaviy usullar keng qo'llanilmoqda:

STEAM yondashuvi - o'quvchilarda tizimli fikrlash, ilmiy kuzatish va kashfiyot qilish ko'nikmalarini shakllantiradi. Masalan, o'simliklarning o'sish jarayonini tajriba asosida kuzatish va bu jarayonni chizmalarda aks ettirish orqali san'at bilan integratsiya qilish mumkin [2]. STEAM yondashuvining mohiyati:

1. STEAM (Science – ilm-fan, Technology – texnologiya, Engineering – muhandislik, Art – san'at, Mathematics – matematika) yondashuvi — fanlararo integratsiyalashgan ta'lim shakli bo'lib, u o'quvchilarning ijodiy fikrlashi, muammolarni tahlil qilish, amaliy yechim topish va jamoaviy ishlash ko'nikmalarini shakllantiradi. Tabiiy fanlarni STEAM laboratoriyalarda o'qitish bu usulning eng samarali shakllaridan biridir.

STEAM laboratoriyaning afzalliklari:

- Kuzatish va tajriba asosida o'rganish: O'quvchilar ilmiy nazariyalarni laboratoriyada amaliyot orqali tekshiradilar (masalan, suvning 3 holatini kuzatish);
- Fanlararo integratsiya: Tabiatshunoslik darsida suv aylanishini o'rganish jarayonida fizika (bug'lanish), san'at (modellashtirish), matematika (o'lchash) va texnologiya (interaktiv qurilmalar) birlashtiriladi;
- Motivatsiyani oshirish: STEAM darslari ko'proq qiziqarli, jonli va hayot bilan bog'langan bo'ladi;
- Ijodiy yondashuv: O'quvchilar o'z loyihalarini ishlab chiqadilar, tajriba asosida natijalar chiqaradilar, bu esa tanqidiy va ijodiy fikrlashni rivojlantiradi.

2. Amaliy usullar:

a) *Laboratoriya tajribalari orqali.*

- "Suvning bug'lanishi" tajribasi - laboratoriyada har xil haroratda suvni qizdirib, bug'lanish tezligini aniqlash;
- "Fotosintez" mavzusida o'simlik barglarini kuzatish, yorug'lik ta'sirini o'rganish;
- "Magnit maydon" mavzusida magnitlar bilan tajriba o'tkazish.

b) *STEAM loyiha ishlari.*

- "Mini issiqxona" yasash - shaffof plastik, tuproq va urug'lar orqali issiqxonaning qanday ishlashini tushunish;
- "Ekologik muvozanat" modeli - maket yasab, ifloslanish, suv aylanishi, hayvonlar zanjiri kabi tushunchalarni amalda ko'rsatish.

c) *Raqamli laboratoriyalar.*

- Virtual tajribalar, simulyatsiyalar orqali darslarni tushuntirish (PhET, ExploreLearning, Labster kabi dasturlar).

3. O'qituvchilar uchun metodik tavsiyalar:

- Har bir darsga muammo qo'yish (masalan: "Nega muz suzadi?") va o'quvchilar bilan kashfiyot asosida unga yechim topish;
- Jamoaviy ishlashni yo'lga qo'yish — kichik guruhlarda tajriba o'tkazish, natijalarni solishtirish.
- Hisobot yozishni o'rgatish — oddiy laboratoriya daftarchasi yuritish orqali ilmiy fikrlashni shakllantirish.

STEAM laboratoriyalar orqali tabiiy fanlarni o'qitish boshlang'ich sinf o'quvchilarining fanga bo'lgan qiziqishini oshiradi, ularning amaliy tajriba, mantiqiy fikrlash va ijodiy yondashuvini rivojlantiradi. O'qituvchidan esa zamonaviy metodlarni chuqur o'zlashtirish va darslarni hayot bilan bog'lay olish mahoratini talab etadi.

Tajriba asosidagi ta'lim. Bu usul orqali o'quvchilar mavzuni nafaqat nazariy, balki amaliy asosda ham o'zlashtiradilar. Oddiy tajribalar (suvning bug'lanishi, yorug'likning qayrilishi) orqali ularning ilmiy tushunchalari boyiydi. STEAM laboratoriyalar dars

jarayonida o'quvchilarga ilmiy tajribalarni amalda bajara olish, kuzatish va tahlil qilish imkonini beradi. Quydagi usullar samarali hisoblanadi:

- Tajriba asosidagi o'rganish: masalan, suvning bug'lanishi, yorug'lik sinishi, o'simliklarning o'sish jarayonini laboratoriyada kuzatish;
- Fanlararo loyiha ishlari: "Mini issiqxona" yasash, "Yer atmosferasi modeli" yoki "Tabiat muhofazasi uchun qurilma" kabi amaliy loyihalarni bajarish;
- Multimedia va raqamli texnologiyalar: virtual laboratoriyalar (Labster, PhET kabi), 3D modellar, video tajribalar orqali mavzularni mustahkamlash [3].

O'quvchilarning faolligini oshirish usullari

- a) Eksperimentlar asosida kashfiyot qilish;
- b) Guruhlarda ishlash orqali tajriba natijalarini solishtirish va hisobot tuzish;
- c) "STEAM portfoliolar" yuritish – o'quvchilar o'z tadqiqotlarini rasmlar, yozma izohlar va grafikalar orqali bayon etadilar;
- d) Baholash mezonlarini aniq belgilash – jarayon, natija va jamoaviy ishtirokni baholash;
- e) Interfaol metodlar (klaster, "Aqliy hujum", "Insert", "Guruhlar bilan ishlash"): o'quvchilarning faolligini oshiradi, ularni mustaqil fikrlash va fikr almashishga undaydi;
- f) Raqamli texnologiyalar: video tajribalar, animatsiyalar, virtual laboratoriyalar orqali darslarni yanada qiziqarli va tushunarli qilish mumkin.

O'quvchilarning qiziqishini oshirish yo'llari.

O'yin orqali o'qitish - kichik yoshdagi bolalar o'yin orqali tezroq o'rganadilar. Masalan, "Tabiatni asraylik" nomli rolli o'yinlar orqali ekologik tarbiya berish mumkin. Tabiiy obyektlar bilan ishlash ya'ni daraxt barglari, toshlar, urug'lar, suv, qum kabi obyektlar orqali laboratoriya ishlarini tashkil qilish. Ekskursiyalar bilan darsni maktab hovlisida, bog'da, hayvonot bog'ida o'tkazish orqali real tajribaga asoslangan ta'lim beriladi .

Amaliy misollar va metodik tavsiyalar.

Tabiiy fanlarni o'qitishda interfaol metodlardan foydalanish juda samarali hisoblanadi [4]. Interfaol metodlar – bu o'quvchini dars jarayonining faol ishtirokchisiga aylantiruvchi, bilimni faqat tinglab emas, balki o'rganib, fikr yuritib, o'z fikrini himoya qilish orqali egallashga yo'naltirilgan metodlardir. Tabiiy fanlarda bu metodlar orqali o'quvchilar atrof-muhit, tabiat hodisalari, moddalarning xossalari haqida amaliy bilim va tushunchalarni chuqurroq o'zlashtiradilar.

Afzalliklari:

- a) O'quvchilar mustaqil fikrlashga o'rganadilar;
- b) Jamoada ishlash ko'nikmalari shakllanadi;
- c) Fanlarga qiziqish ortadi;
- d) Tabiiy jarayonlarni chuqur tushunishga zamin yaratadi;
- e) O'rganilgan bilimlar hayotiy vaziyatlar bilan bog'lanadi.

“Klaster” usuli.

Klaster usuli – bu biror mavzu atrofida asosiy tushunchalarni guruhlash, tizimlashtirish va tafakkurni faollashtirishga xizmat qiluvchi usuldir. Odatda, dars boshida, yangi mavzuga kirishda yoki mavzuni mustahkamlashda qo‘llanadi.

Dars mavzusi: “Atmosfera va uning tarkibi” (4-sinf tabiiy fanlar)

Bosqichlar:

1. Boshlanishi: – Dorskaga yoki interaktiv dorskaga “Atmosfera” degan so‘z yoziladi. – O‘quvchilardan shu so‘z bilan bog‘liq fikrlarni aytish so‘raladi (masalan: havo, kislorod, shamol, ifloslanish, yomg‘ir, bosim va h.k.).

2. Tuzilishi: – Har bir fikr “shoxcha”lar orqali yoziladi (klaster ko‘rinishida). – O‘quvchilar ushbu tushunchalar qanday bog‘liqligini muhokama qiladilar.

3. Tahlil: – O‘qituvchi har bir tushuncha ustida batafsil to‘xtaladi, fanga bog‘lab izoh beradi. Misollar, tajribalar bilan boyitiladi.

4. Mustahkamlash: – O‘quvchilar kichik guruhlarda yangi mavzuga oid klasterlarni mustaqil tuzadilar yoki topshiriq sifatida uyga beriladi.

Xulosa. Klaster usuli orqali o‘quvchilar mavzuni tahlil qilish, muhim tushunchalarni ajratib olish, ularni tartibga solish va ular o‘rtasida bog‘liqlik o‘rnatish kabi muhim fikrlash amaliyotlarini bajaradilar. Tabiiy fanlarda bu metod o‘quvchilarning bilimlarini tizimlashtirish va muammoga fanlararo yondashuv bilan qarash imkonini beradi.

“Akvarium” usuli.

“Akvarium” usuli – bu guruhli muhokama shaklidir. Bunda kichik bir guruh muayyan mavzu yuzasidan ochiq muhokama olib boradi, qolgan o‘quvchilar esa ularni kuzatadi va tahlil qiladi. Bu metod muloqot, tanqidiy fikrlash, tahliliy tafakkur va ijtimoiy faollikni rivojlantiradi.

Tatbiq qilish:

Mavzu: “Yerning tabiiy boyliklari va ularning turlari” (4-sinf tabiiy fan)

Maqsad: O‘quvchilarda tabiiy boyliklar, ularning turlari, muhofaza qilish yo‘llari haqida chuqur tushuncha shakllantirish.

Dars bosqichlari:

1. Tayyorgarlik bosqichi:

O‘quvchilar 2 ta guruhga bo‘linadi:

Ichki guruh (akvarium ichida): 5–6 nafar o‘quvchi muhokamada faol ishtirok etadi.

Tashqi guruh (kuzatuvchilar): qolganlar muhokamani kuzatadi, eslatmalar oladi.

2. Muhokama mavzusi:

Misol uchun, savol: “Nima uchun ayrim tabiiy boyliklar tugab boryapti va biz ularni qanday muhofaza qilishimiz mumkin?”

Ichki guruh ushbu savol bo'yicha o'z fikrlarini erkin, navbatma-navbat aytadi, bir-birini inkor etmaydi, misollar keltiradi. O'qituvchi faqat yo'naltiruvchi savollar bilan ishtirok etadi.

3. Tahlil va baholash:

Tashqi guruh muhokamani tahlil qiladi: kim yaxshi dalil keltirdi, kim noto'g'ri tushunchaga ega bo'ldi, qanday misollar foydali bo'ldi.

O'qituvchi yakuniy xulosa qiladi, muhim fikrlarni umumlashtiradi.

Afzalliklari:

- O'quvchilar o'z fikrini ochiq ifoda qilishni o'rganadi;
- Har bir o'quvchining faol ishtirokini ta'minlaydi;
- Muhokama va tanqidiy fikrlash ko'nikmasi shakllanadi;
- Tabiiy fanlarga ijtimoiy yondashuv paydo bo'ladi (masalan: ekologik muammolar, tabiatni muhofaza qilish).

Xulosa. "Akvarium" usuli tabiiy fanlarda o'quvchilarni chuqur tahlilga undaydi, mavzuga har xil nuqtai nazardan yondashishni o'rgatadi. Bu metod orqali o'quvchilar nafaqat bilim oladi, balki o'z fikrini muloqot orqali himoya qilish, boshqalarning fikrini tahlil qilish ko'nikmasini rivojlantiradi.

Zamonaviy usullar orqali tabiiy fanlarni o'qitish o'quvchilarda mustaqil fikrlash, kuzatish, tahlil qilish kabi ko'nikmalarni rivojlantiradi. Tajriba asosidagi va integratsiyalashgan ta'lim orqali o'quvchilar tabiat hodisalarini chuqurroq tushunishga erishadilar [5]. Shuning uchun har bir boshlang'ich sinf o'qituvchisi dars jarayonida turli innovatsion metodlardan foydalanishi maqsadga muvofiq bo'ladi.

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**IMKONIYATI CHEKLANGAN VA NOGIRONLIGI BO'LGAN
BOLALARGA JISMONIY TARBIYA VA SPORT MASHG'ULOTLARINI
TASHKIL QILISH**

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*Namangan viloyati boshqarmasi tasarufidagi aloxida
ta'lim extiyojlari bolalar uchun ixtisoslashtirilgan
49-sonli maktab internati tarbiyachisi*

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Annotatsiya: Ushbu maqolada yurtimizdagi imkoniyati cheklangan va nogironligi bo'lgan bolalarga jismoniy tarbiya va sport mashg'ulotlarini tashkil qilish, shuningdek, ularga mashqlarni bajarish uchun zarur bo'lgan shart-sharoitlarni yaratish, ularni iqtidoriga ko'ra sport turlariga yo'naltirish haqida mulohaza qilinadi.

Kalit so'zlar: nogironligi bo'lgan bolalar, jismoniy tarbiya mashg'ulotlari, sport, jismoniy mashqlar, adaptiv sport, usullar.

Аннотация: В данной статье рассматриваются вопросы организации физического воспитания и спортивных занятий для детей с ограниченными возможностями и инвалидностью в нашей стране. Также обсуждаются создание необходимых условий для выполнения физических упражнений и направление детей в различные виды спорта в соответствии с их способностями и талантами.

Ключевые слова: дети с инвалидностью, занятия по физическому воспитанию, спорт, физические упражнения, адаптивный спорт, методы.

Abstract: This article discusses the organization of physical education and sports activities for children with disabilities and special needs in our country. It also addresses the creation of appropriate conditions for performing exercises and guiding these children towards various sports based on their abilities and talents.

Keywords: children with disabilities, physical education activities, sports, physical exercises, adaptive sports, methods.

Dolzarblik. Jamiyatda va butun yer yuzida imkoniyati cheklangan va nogironligi bor jismoniy imkoniyati cheklangan bolalar mavjud. Ular oddiy bolalalr kabi, jismoniy tarbiya sport bian muntazam ravishda shug'ullanishlari kerak albatta. Jismoniy imkoniyati cheklangan bolalar orasida kuchli zakovat egalari, ma'naviy boy, ilmiy salohiyatini oshirishga, hayotda o'z o'rnini topishga harakat qilayotgan ko'plab yoshlar topiladi. Qo'l-oyoqsiz, ko'zi yoki organizmining qaysidir a'zosi ishlamasada, ma'lum sport turi bo'yicha shug'ullanib mamlakatimiz bayrog'ini yuksaklarga kutarilishiga o'z hissalarini qo'shishmoqda [2].

Tadqiqotning maqsadi. Yurtimizda jismoniy imkoniyati cheklangan va nogironligi bo'lgan shaxslarga sport bilan shug'ullanish uchun zarur shart-sharoitlar yaratish, ularning xalqaro sport maydonlarida munosib ishtirok etishini ta'minlash va davlat tomonidan qo'llab-quvvatlash maqsadida, shuningdek, O'zbekiston Respublikasi Prezidentining 2020-yil 24-yanvardagi "O'zbekiston Respublikasida jismoniy tarbiya va sportni yanada takomillashtirish va ommalashtirish chora-tadbirlari to'g'risida"gi PF-5924-son va 2020-yil 30-oktabrdagi "Sog'lom turmush tarzini keng tatbiq etish va ommaviy sportni yanada rivojlantirish chora-tadbirlari to'g'risida"gi PF-6099-son farmonlariga muvofiq jismoniy imkoniyati cheklangan va nogironligi bo'lgan shaxslarga sport bilan shug'ullanish uchun shart-sharoitlarni kengaytirish hamda ular o'rtasida sport bilan shug'ullanuvchilar qamrovini yanada oshirish, barcha turdagi sport ta'lim muassasalarida jismoniy imkoniyati cheklangan va nogironligi bo'lgan shaxslar uchun sport bo'limlarini bosqichma-bosqich tashkil etish hamda iqtidorga ega bo'lgan jismoniy imkoniyati cheklangan va nogironligi bo'lgan shaxslarni tanlab olish, ularni sport turlariga yo'naltirish, tayyorlash hamda oliy sport mahoratiga erishishini ta'minlovchi uzluksiz yagona kompleks tizimni joriy etish, jismoniy imkoniyati cheklangan va nogironligi bo'lgan shaxslar o'rtasida maxsus ta'lim muassasalarida hamda mahallalarda sport musobaqalarini muntazam ravishda o'tkazish, barcha turdagi sport ta'lim muassasalarida jismoniy imkoniyati cheklangan va nogironligi bo'lgan shaxslarning sport bilan shug'ullanishlari uchun zamonaviy moddiy-texnik bazani shakllantirishga e'tibor qaratilgan. Bundan tashqari O'zbekiston Respublikasi Prezidentining "2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha harakatlar strategiyasini amalga oshirishga doir tashkiliy chora-tadbirlar to'g'risida"gi Farmonining 4.4-bandida "Ta'lim va fan sohasini rivojlantirish" bo'yicha aholining ijtimoiy nochor qatlamlari sifatli ta'lim olish imkoniyatlarini kengaytirish masalasi belgilab berilgan. Ushbu Farmonda jismoniy imkoniyati cheklangan talabalarning oliy o'quv yurtlarida ta'lim olish imkoniyatlarini yanada kengaytirish, sifatli ta'lim xizmatlari imkoniyatlarini oshirish, yuqori malakali mutaxassislarni tayyorlash kabi muhim vazifalar ko'zda tutgan [4,5,6].

Tadqiqotning usullari va tashkil etilishi. Imkoniyati cheklangan bolalar jismoniy tarbiya va sport bilan mutaxassis yordamida tizimli shug'ullanishlari ularning to'g'ri rivojlanishiga katta yordam beradi. Bu borada mutaxassislardan malakali bilim, yuqori iqtidor hamda individual yondashuv talab qiladi, shundagina kerakli maqsadga erishiladi albatta.

Adaptiv jismoniy tarbiya - o'zining oldiga bosh maqsad qilib jismoniy imkoniyati cheklangan bolalarni nafaqat jismoniy mashg'ulotlar va fizioterapetiv usullar yordamida davolashni olib borish, balki ularning ijtimoiylashuvi hisoblangan ijtimoiy fenomen hisoblanadi. Adaptiv jismoniy tarbiyaning maqsadi funktsional imkoniyati cheklangan insonlarni jismoniy va ijtimoiy sharoitga moslashishga o'rgatishdan iborat.

Adaptiv jismoniy tarbiyaning asosiy vazifalari quydagilardan iborat:

1. ruxiy rivojlantirish, atrof muxitni to'g'ri qabul qila bilish;
2. organizmni funktsional xolatini oshirish;
3. kasallikni, uning asoratini maxsus usullari yordamida bartaraf etish;
4. ijobiy ruxni tiklab, salbiy ruxni yo'qotish;
5. organizmning tayanch funksiyalarini rivojlantirish (chiniqtirish);
6. organizmning faol funktsional holatini saqlash, psixologik va jismoniy qiyinchiliklarini engish borasida muxim bo'lgan bilim va ko'nikmalarni oshirib borish;
7. barkamol jismoniy rivojlanish:

Tadqiqot natijalari va ularni muhokamasi. Adaptiv jismoniy tarbiyada xuddi jismoniy tarbiya va sportdagi kabi vositalardan foydalaniladi: jismoniy mashqlar, harakatli va sport o'yinlari, chiniqtirish vositalari, xoreografiya unsurlari va shunga o'xshash vositalar. Mashqlar, tabiatni sog'lamlashtiruvchi kuchlari, gigienik omillar vositalaridir. Nogironlarning jismoniy tarbiyasida bu tizimning barcha vositalari keng qo'llanilishi lozim, vaxolangki ayni paytda u yoki bu nogironlar guruhi uchun korrektsiyalash va kompensatsiyalash vazifalari qat'iy ravishda qayta ishlab chiqilishi va qo'llanishi kerak. Nogironlarning jismoniy tarbiya shakllarini quyidagicha tizimlashtirish maqsadga muvofiq.

Harakat xususiyatlarining sifatlari buyicha : a) kuch-quvvat mashqlari b) tezkor mashqlar, c) tezlik-kuchlilik mashqlari, d) umumiy va maxsus chidamlilikni rivojlantirish uchun mashqlar, e) egiluvchanlikni rivojlantirish uchun mashqlar, f) muvozanatni rivojlantirish uchun mashqlar.

Harakat xususiyati faoliyati bo'yicha : a) tsikllik xususiyatdagi jismoniy mashqlar, b) atsikllik xususiyatdagi jismoniy mashqlar, c) atsikllik va tsikllik xususidagi jismoniy mashqlarni o'z ichiga oluvchi aralash mashqlar. Turlar bo'yicha a) gimnastika mashqlari, b) suzish, c) sport va harakatli o'yinlar, d) turizm va sayohatlar, e) og'ir atletika va atletik gimnastika elementlari, f) engil atletika elementlari, g) eshkakli sport elementlari, h) velosport elementlari, i) mashqlar va nogironlar aravachasida o'yinlar va boshqalar.

Nogironlar jismoniy madaniyatining asosiy shakllari quyidagilardir :

1. Jismoniy mashqlar va mustaqil mashg'ulotlar (ertalabki gigienik gimnastika, sayrlar, yaqin turizm, korrektsion mashg'ulotlar va boshqalar)
2. Jismoniy tarbiya va sport bilan tashkillashtirilgan guruhlar va sektsiya mashg'ulotlari (davolash sanatoriya va reabilitatsion markazlarda mavjud sport turlari, guruh va sektsiyalarda jamoat jismoniy tarbiya tashkilotlarida, ishlab chiqarish gimnastikasi, moddiy ishlab chiqarish sohasida band bo'lganlar, maishiy xizmatdagi shaxslar uchun DJT va korrektsion mashqlar va boshqalar)
3. Nogironlar sporti (mashq, turli xil sport musobaqalarini tashkil qilish va o'tkazish) Nogironlarning harakat faoliyatiga uy sharoitida har kuni jismoniy mashqlar

va mustaqil mashg'ulotlar kiritilishi muhim. Kun davomida 15-30 daqiqali 3-4ta mashg'ulot o'tkazilishi maqsadga muvofiqdir.

Har bir dars o'zining aniq maqsadi, vazifalari, o'tkazilish metodlari, o'quv dasturi, reja va moddiy texnik ta'minoti va boshqa ixtisoslik xujjatlariga ega bo'lishi kerak. Undan tashqari, didaktik talablarga mos kelgan xolda tashkillashtirilishi, vaqtni maqsadga muvofiq taqsimlashi, eng ko'p samara beradigan metodlarni qo'llashi talab etiladi. Dars davomida o'quvchilarning darsga bo'lgan munosabati, faolligi, mustaqilligi hamda o'zaro o'tkaziladigan suxbatlar ham to'g'ri tashkillashtirilishi kerak.

Darsga qiziqishni tashkil etish usullari:

- Diqqatni jamlash uchun tanlangan mashqlar berish;
- Avval o'tilgan mavzularni qaytarish uchun vazifa berish;
- Xotira va kuzatuvchanlikka mashqlar;
- Yangi darsga mo'ljallangan vazifalarni o'rganish uchun mashqlar;
- O'tgan darsda uy vazifasini bajarish turlarini muxokama qilish (bu vazifa aynan

bir muammoga tegishli bo'lishi, har bir o'quvchi uchun o'ziga xos qiziqarli va bajarish imkoni bor bo'lishi kerak).

Dars mashg'ulotlari aniq tuzilishga ega bo'lib, tayyorgarlik, asosiy va yakuniy qismlardan iborat.

Tayyorgarlik qismining vazifasi - o'quvchilarni uyushtirish, dars vazifasini tushuntirish, shug'ullanuvchilar organizmini bo'lajak jismoniy harakatga va mashqlarni bajarishga tayyorlashga qaratiladi. Mazmuni-saflanish elementlari, gimnastik qayta saflanishlar, qo'llar, oyoqlar, gavda bilan qo'shimcha harakatlar, yurish, yugurish, sakrash, umumrivojlantiruvchi mashqlar va raqs elementlari, o'yinlar.

Asosiy qismga qo'yiladigan talablar - darsning asosiy vazifalarini xal etish, yangi materialni o'rganish, o'tilgan materialni bajarishni takomillashtirish maqsadida takrorlash, o'quvchilar harakat, ko'nikma va malakalarini egallashlari, ularda tezkorlik, chaqqonlik, chidamlilikni rivojlantirishni ko'zda tutadi. Asosiy qismdagi mashqlar tayyorgarlik qismidagi mashqlarning izchil davomi bo'lishi lozim. Umumrivojlantiruvchi mashqlar bu yerda xam o'rtacha fiziologik samaraga erishish hamda boshqa mashq turlariga tayyorlash uchun qo'llaniladi. Buyumlar bilan bajariladigan va qad-qomatni shakllantiruvchi mashqlar darsga xususiy vazifani hal etish- bu harakat turlarini o'rganish uchun kiritiladi. O'quvchilarga har tomonlama ta'sir ko'rsatish va ular tomonidan ko'p miqdordagi harakatlarni egallashlari uchun darsning asosiy qismiga uchtdan to'rttagacha jismoniy mashq kiritiladi. O'quvchilardan harakatchanlikni talab qiluvchi (yugurish, sakrash, uloqtirish, tirmashib chiqish va oshib o'tish) o'yinlar o'tkaziladi.

Xulosalar. Yakunlovchi qismning asosiy vazifalari - darsning asosiy qismidagi mashg'ulotlarda yuzaga kelgan taranglik va ko'zg'alishdan sekin-asta nisbatan hotirjam holatiga o'tkazish, darsni yakunlash, yutug' va kamchiliklarni ko'rsatish uyga vazifa berish, uyushgan xolda yangi faoliyatga o'tish. Ushbu dars mashg'ulotlari orqali

nogironligi bo'lgan bolalarni jismoniy tarbiya, sportga, eng asosiysi hayotga bo'lgan qiziqishlarini oshirib borishga muhim turtki bo'ladi.

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ZAKI VALIDIYNING BUXORODAGI ILMIY SAFARI

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Annotatsiya. Ushbu maqolada Buxoroning xo'jaligi, jo'g'rofiyasi, tarixiga oid ma'lumotlar. Qozon universiteti tomonidan Ahmad Zaki Validiyning Turkistonga yuborilishi, Buxoroning Chorjo'y voqealaridan keyingi hayoti, Inqilobiy Qo'mita a'zolari, Buxoroning milliy askari va Turkiston milliy birligini tuzishdan iboratligi hamda o'g'li Irisning o'limi haqida fikrlar berib o'tilgan.

Kalit so'zlar. Zaki Validiy, Buxoro, Turkiston, Markaziy Qo'mita, Inqilobiy Qo'mita, Usmon Xo'ja, Fayzulla Xo'jayev, Mirzo Abdulqodir Muhitdinov.

Boshqird xalqining yirik vakili Ahmad Zaki Validiy arab, fors, rus tillarini yaxshi bilgan, Sharq tarixi va adabiyotiga qiziqqan, rus sharqshunos olimlarining asarlari bilan yaxshi tanish bo'lgan. Shuning uchun, akademik V.V.Bartold Zaki Validiyning Sankt-Peterburg universitetining Sharq tillari fakulteti hamda o'zining tashabbusi bilan tuzilgan Xalqaro O'rta Osiyo tadqiq Komitetida faoliyat yuritishni taklif qilgan edi. Ayni bu voqealar Validiy Qozonga qaytib kelgandan keyin, professor Katanov uni Qozon universiteti tarix, arxeologiya va etnografiya jamiyati tomonidan tarixiy va etnografik tadqiqotlarni olib borish uchun Turkistonga yuborish to'g'risidagi tashabbus bo'yicha xabar bergan edi [1, 75-b]. Bu safarlarga chiqish "Qosimiya"dagi muallimlikka va imtihonlarga ta'sir qilsada, sayohatni mamnuniyat bilan qabul qiladi.

1914-yilning mart oyiga qadar davom etgan sayohat davomida Farg'ona, Samarqand va Buxoro viloyatlaridagi qo'lyozma asarlarni, shaxsiy kishilarning qo'lida bo'lgan manbalarni izlagan. Mamlakat xo'jaligi, tarixi, jo'g'rofiyasiga oid bir talay vaqf qog'ozlarini ham, boshqa ba'zi bir diniy guruhlarining kirimlari yozilgan hujjatlarni, mol haqlarining o'zgarishini ko'rsatuvchi ma'lumotlarni ham yig'gan.

Ahmad Zaki Validiy sayohati davomida Toshkent, Farg'ona, Samarqand va Buxoroda bir qancha yaqin do'stlar orttirgan. Bularning ko'pchiligi unga shu yildan e'tiboran, Turkiston madaniy hayotida va keyinroq Turkiston siyosiy hayotida ishtirok etishida foydalari tegdi va har biri bilan bo'lgan do'stligidan unutilmas shirin xotiralar qoldi. Shu orada Buxoro va Samarqandga kelgan vaqtida, asosan, u yerdagi ziyolilar, qo'lyozma sohiblari, tarix va arxeologiya, etnografiya muxlislari bilan ham uchrashgan edi [2, 37-b].

Validiy Turkistonga ikki marta ilmiy safarga borgan. Xususan, ikkinchisida Buxoroga kelgach, amirning bosh vakili Nasrulloh Qushbegiga uchrashdi. Chunki bu safar ko'proq Buxoro amirligida ishlashi kerak edi. 1914-yilning iyun oyida G'uzorga kelgach, u yerning valiysi, amirning amakisi bo'lgan Said Akram to'ra Zaki Validiyning hurmat bilan kutib oladi. Bu kishi hukmdor jiyani Amir Olimdan norozi edi. Said Akram

to'ra Zaki Validiyni o'z saroyida qolib, o'g'illariga muallimlik qilishini va rus tilini o'rgatishini taklif qilgan edi. Shu tufayli ham unga saroydagi barcha qo'lyozma va kitoblarni o'rganish uchun bergan. Buxoroda uchratgan muhim asarlaridan biri XVII asrda kasonlik Mahmud ibn Vali tomonidan juda puxta yozilgan jo'g'rofiya kitobi edi. Validiy saroyda bo'lgan vaqtida, uyg'ur tilida yozilgan "Tarix qonunlari" nomli kitob borligidan xabar topgan. Biroq bu paytda kitob amir huzurida saboq berilayotganligi uchun band edi. Shu tufayli ham Zaki Validiyning keyingi kelishida shu kitobni o'rganishni tavsiya qilishadi. Bundan tashqari yana Buxoro va Xurosonning o'n yettinchi asrdan keyingi tarixiga oid asarlarni topgan. Shularning biri, XVII asrda Buxoroda o'zbek shoiri Imomiy tomonidan yozilgan "Xonlar tarixi" yoki "Xonnoma" nomli burungi turk dostonlar majmuasi edi. O'sha asarning 1948-yilda Turkiyada yozilgan forscha nusxasi haqida, 1954-yilda Kembrijdagi sharqshunoslar kongresida Validiy ma'ruza qilgan va Gollandiyada nashr etilgan. [3, 38-39 b].

Zaki Validiy o'zining Shahobiddin Marjoni to'g'risidagi asarida qayd etishicha, o'sha davrlarda Buxoro madrasalarida 15 ga yaqin kutubxona mavjud bo'lib, ular amir Nasrulloh davrida butunlay yakson qilinib, e'tibordan chetda qolgan. Samarqandda Marjoniyning ustoz, 1849-yilda vafot etgan qozi Abu Said Samarqandiyning kutubxonasi o'z tarixiy mavzusiga ko'ra eng boy kutubxona hisoblangan. Uning qayd etishicha, ushbu kutubxonaning bir qismi samarqandlik sharqshunos V.L.Vyatkinning qo'liga o'tgan [4, 393-395 b].

O'sha vaqtdagi Chorjo'y voqealari tufayli, Zaki Validiy Buxorodagi To'ra Mirzo Abdulvohid ismli tanishining uyiga 1920-yilning 31-dekabrida keladi. Mirzo Abdulvohid Buxoroning tojikcha hamda turkcha asarlar yozgan ikki tilli ziyoli bir adibi va shoiridir. Ayni shu vaqtda Buxoroda hukumat tuzilayotgan edi. Lekin u bir necha oydan keyingina shakllandi. Inqilobiy Qo'mita a'zolari deyilganlarning bir qismi Markaziy Qo'mita tashkil etib, unga Mirzo Abdulqodir rais edi. Ikkinchi qismi Ijroiya Qo'mita deyilib, unga Fayzulla Xo'jayev rais bo'ldi. Maorif noziri -Orif Yo'ldosh, moliya noziri-Usmon Xo'ja, harbiy nozir- Abdulhamid Orif, tashqi ishlar noziri-Hoshim Shoyiq, ichki ishlar noziri-Muyinjon, adliya noziri- Mirza Abdurahim, bir oz vaqtdan keyin esa Usmon Xo'ja Markaziy Qo'mitaning raisi bo'ladi. Usmon Xo'ja O'shdan Otaxo'ja ismli xo'jalar avlodidan chiqqan bir savdogarning o'g'li bo'lib, Buxoroda madrasada tahsil olganidan keyin, 1910-yilda Istanbulga kelib, u yerda Buxoro yoshlari uchun o'quv-tarbiya yurti tashkil qilgan. Turkiyadan qaytgach, Buxoroda Qrimdagi G'aspirali maktabi kabi usuli jadid maktabi ochgan, gazetalar chiqargan edi. Fayzulla Xo'jayev kabi Usmon Xo'ja ham inqilobiy voqealar ichida yuruvchilardan edi.

Fayzulla Xo'jayev esa buxorolik Qosim Shayx degan xo'jalar avlodidan chiqqan millioner bir oiladan edi. Mustaqil tarzda ruschani o'rgangan. O'z vaqtida savdo ishlari bilan Olmoniyaga ham borgan, u yerda biroz ruschani o'rgangan edi. Mirzo Abdulqodir Muhitdinov esa davlat xizmatchilari oilasidan, shuning uchun o'z ismiga "mirzo"

qo'shimchasini qo'shgan. Ehtimol, bu arboblarning orasida eng ziyolisi shu kishi bo'lgandir. Buxoro jadidchilarining hammasi ham Buxoro amirini yiqitish yo'lida ruslar bilan hamkorlikda bo'lganlar. Lekin ular ruslarning bosqiniga, cheksiz hukmronliklariga qarshi turdilar [5, 103-b].

Zaki Validiyning jadidlarning uylariga borib yig'ilishib o'tirishidan asosiy vazifasi-qulatilgan amirga qarshi kurashni davom ettirish niqobi ostida Buxoroning milliy askarini tuzish, Xivadan, Turkmaniston, Qozog'istondan vakillar chaqirib, Turkiston milliy birligini tuzishdan iborat edi. Ishga tayyorgarlik tariqasida Boshqirdiston, Qozog'istonning hammayog'iga, G'uljadagi yaponlarga, Farg'onadagi bosmachilarning boshliqlariga Validiy o'z odamlarini yuborgan, shuningdek, qozoq ziyolilari ham birin-ketin yig'ila boshlagan. Bu paytda qozoqlar bilan o'zbeklarning maslahati uzoq davom etdi. Nihoyat, maslahatlar oqibatida O'zbekistonda sotsialistik bo'lmagan va dinga tayanuvchi jadidlar firqasi, sotsialistik "Erk" partiyasi, qozoqlarning "Alash Urda firqasi"dan iborat uch partiya birlashib, yetti banddan iborat Ahmad Zaki Validiy tayyorlab bergan "Umum platform"ni qabul etdi. Bu bandlar mohiyati quyidagilardan iborat edi.

- 1) Milliy mustaqillik
- 2) Demokratik jumhuriyat
- 3) Milliy askarlik (armiya)
- 4) Iqtisodiy idora, temiryo'llar qurish, kanallar qazish, Turkistonning asl mustaqilligi manfaatlariga mos tushmog'i lozim
- 5) Maorifni bugungi kun kamolotiga ko'tarish hamda Yevropa madaniyatiga Rossiya vositachilgisiz ham jalb qilish choralarini qidirish
- 6) Maktablar va mamlakatning tabiiy boyligidan foydalanish, umuman milliy masalalarni mamlakatda yashayotgan millatlarning soniga qarab hal qilish
- 7) Dinga to'la hurriyat berib, din bilan dunyo kishilarini aralashtirmaslik.

Shunday qilib, mamlakatda biri liberal, ikkinchisi sotsialist bo'lgan ikki partiya tartiboti tuzilib, umumiy dastur asosida ularni birlashtiruvchi boshqaruv mezonini qabul qilindi. Bunday qaror hammaga ma'qul tushdi. Bu vaqtda, Validiyning o'g'li Iris bilan xotini Nafisa Xivada edi. Ular ham Validiydan so'ng Buxoroga kelishadi. Shu yili Buxoro atrofida bezgak kasalligi keng tarqaldi. Bu yuqumli kasallik tufayli Zaki Validiy ham o'g'lidan ajraladi. O'g'lini Abdullaxon davrida yashab, 1588-yilda vafot etgan shoir Mushfiqiy maqbarasiga dafn etishgan. Bu qadimiy qabristonda marhumlarni eski mozorlarni ochib joylashtirar edilar. Qabrtoshda Mushfiqiyning "sening qayg'uyingdan ko'nglimiz zor yig'lamoqda, go'yo yo'qolding-u, yana topiladigandeksan, yuzimizni xasratimizdan oqqan qonli yosh bilan yuvmoqdamiz" degan ma'nodagi satrlarni bitishni Ahmad Zaki Validiy buyurgan edi. O'sha vaqtda, Turkistonda shifokor yoki hamshira topib bo'lmadi. Validiyning buxorolik do'sti Nazar To'qsobaning topib kelmagan dori-

darmoni qolmadi, lekin o'g'lini o'lim changalidan saqlab qololmadi. Ahmad Zaki Validiyning bu payt eng og'ir kunlaridan biri edi.

Shunday qilib, Ahmad Zaki Validiy Buxoroga qilgan sayohati davomida og'ir kunlar bilan birga yaxshi kunlarni ham boshidan o'tqizdi. Xususan, bu sayohat davomida Temuriylar tarixiga oid bo'lgan 40 dan ortiq asar va maqolalarni tahlil qilib chiqqanligi bunga yorqin misoldir.

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RAQAMLI TA'LIM MUHITIDA XALQARO STANDARTLASHTIRISH TLABLARI

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Annotatsiya. *Ta'limni takomillashtirish va modernizatsiyalash ta'limd ilg'or mamlakatlar tajribasini o'rganishva ularga tenglashish uchun xalqaro standartlashtirish tarixi va taraqqiyotiga va jarayonli yondashuv ta'lim tashkilotining siyosati, maqsadlari va strategik rejalariga muvofiq ko'zlangan natijalarga erishish mazmuni haqda ma'lumot beramiz.*

Kalit so'zlar. *Ta'lim, sifat, tenglashish, samaradaorlik, xalqaro standartlashtirish, ahamiyat va mohiyat.*

Аннотация. *В целях совершенствования и модернизации образования, изучения опыта передовых стран в образовании и выравнивания с ними, приводится информация об истории и развитии международной стандартизации и содержании процессного подхода к достижению желаемых результатов в соответствии с политикой, целями и стратегическими планами образовательной организации.*

Ключевые слова. *Образование, качество, равенство, эффективность, международная стандартизация, важность и сущность.* THE ESSENCE OF

Abstract. *In order to improve and modernize education, study the experience of advanced countries in education and equalize with them, we provide information on the history and development of international standardization and the content of a process approach to achieving the desired results in accordance with the policy, goals and strategic plans of the educational organization.*

Keywords. *Education, quality, equality, efficiency, international standardization, importance and essence.*

KIRISH

Ta'lim olishga bo'lgan rag'bat o'quvchi hamda o'qituvchi ishtirokidagi o'quv-bilish faoliyati asosining shakllanishida ham muhim ahamiyat kasb etadi. Yaqin o'tmishda o'quvchining ta'lim jarayonidagi ishtiroki nazariy bilimlarni qabul qilib oluvchi va o'zlashtirilgan nazariy bilimlar, amaliy ko'nikmalarni namoyish etuvchi sub'ekt sifatidagi roli bilan kifoyalangan bo'lsa, ta'lim taxnologiyasi talablariga ko'ra o'quv ta'lim jarayonining etakchi sub'ekti, asosiy ijrochisi sifatida ko'rinadi[4].

ADABIYOTLAR TAHLILI VA METODLAR

ISOning qisqacha tarixi. ISO — International Organization for Standardization (Xalqaro standartlashtirish tashkiloti) degan ma'noni anglatadi. Bu milliy standartlashtirish tashkilotlarining butun dunyo federatsiyasi bo'lgan tashkilot. Yunon tilidan tarjima qilingan “ΙΣΟΣ” (ISOS) so'zi “teng” degan ma'noni anglatadi, shuning uchun Xalqaro standartlashtirish tashkiloti dunyoning barcha tillari- da ISO (ISO) qisqa nomiga ega

Xalqaro standartlashtirish bo'yicha birinchi urinishlar 1906 yilda, ishlab

chiqarilgan mahsulotlar sifatini birlashtirish uchun Xalqaro Elektrotexnika Komissiyasi tashkil etilganda amalga oshirildi. Ushbu xalqaro mahsulotni standartlashtirish borasida tashlangan qadam 1946 yilda Xalqaro Standartlashtirish Tashkiloti (ISO) deb nomlangan milliy standartlashtirish birlashmalari xalqaro federatsiyasini yaratishga sabab bo'ldi. ISO 25 mamlakatdan kelgan delegatlar tomonidan tashkil etilgan bo'lib, uning asosiy maqsadi mahsulot va xizmatlarning xavfsizligi, ishonchliligi va sifatini ta'minlash uchun standartlarni ishlab chiqishdir. Ushbu standartlar butun dunyo bo'ylab o'z sohalaridagi mutaxassislardan iborat texnik qo'mitalar tomonidan ishlab chiqilgan.

Bu mustaqil va nodavlat xalqaro tashkilot 162 ta milliy standartlashtirish tashkilotlarini o'z ichiga oladi. ISO Markaziy Kotibiyati hozirda Shveysariyaning Jeneva shahrida joylashgan.

ISO standartlari nima?. 1987 yilda Xalqaro standartlashtirish tashkiloti ISO 9000 seriyasi nomi bilan ataluvchi bir qator sifat standartlarini ishlab chiqdi. Ular barcha turdagi va o'lchamdagi tashkilotlarga korxonalarda yuqori sifat madaniyatini targ'ib qiluvchi samarali boshqaruv tizimlarini joriy etish va qo'llab-quvvatlashga yordam berish uchun joriy qilingan.

ISO standarti — bu materiallar, mahsulotlar, jarayonlar va xizmatlardan foydalanish maqsadlariga mos bo'lgan talablar, qoidalar yoki xususiyatlarni belgilaydigan hujjat.

Biroq faqat 1987 yilda ISO sifat boshqaruvi uchun ISO 9001 standartini nashr etgandan so'ng tan olindi va bugungi kunda keng qo'llanilmoqda. Hozirgi vaqtgacha ISO 22 000 dan ortiq xalqaro standartlarni ishlab chiqqan, ulardan sifat boshqaruvi uchun ISO 9001, sinov va kalibrlash laboratoriyalari uchun ISO/IEC 17025 va axborot xavfsizligini boshqarish uchun ISO/IEC 27001 qo'llaniladigan uchta eng mashhur standartlardir[1].

Bugungi kunda dunyoning 150 dan ortiq mamlakatlari ISO a'zosi bo'lib, ularning har biri milliy standartlashtirish tashkilotlari orqali ushbu tashkilot bilan bog'lanadi. Tashkilotga tamal toshi ishlab chiqarishning jadal o'sishi va natijada, yirik sanoat mamlakatlari o'rtasida tovar ayir boshlashning kuchli rivojlanishi davrida qo'yildi. Standartlarning joriy etilishi mahsulotlarning arzonlashishiga, ishlab chiqarish tannarxining pasayishiga, chiqindilarning kamayishiga, turli mamlakatlarda ishlab chiqarilgan mahsulotlarning mosligini oshirishga, ulardan foydalanish va texnik xizmat ko'rsatishni soddalashtirishga olib keldi.

ISO xalqaro standartlarining ahamiyati. Xalqaro standartlar texnologik, iqtisodiy va ijtimoiy foyda keltiradi. Ular tovarlar va xizmatlarning texnik xususiyatlarini uyg'unlashtirishga, sanoatni yanada samarali qilishga va xalqaro savdodagi to'siqlarni bartaraf etishga yordam beradi. Xalqaro standartlarga muvofiqligi iste'molchilarni mahsulotlar ishonchli, samarali va ekologik toza ekanligiga ishonitirishga yordam beradi.

Xalqaro standartlar strategik vositalar va kompaniyalarga bugungi kunning eng dolzarb biznes muammolarini hal qilishda yordam beradigan ko'rsatmalardir. Ular biznes operatsiyalarini iloji boricha samarali qiladi, mahsuldorlikni oshiradi va kompaniyalarning yangi bozorlarga kirish imkoniyatini oshiradi.

Uning foydalilik jihatlariga quyidagilar kiradi:

Xarajatlarni tejash — xalqaro standartlar operatsiyalarni optimallashtiradi va shu orqali yakuniy natijani yaxshilaydi.

Mijozlarning qoniqish darajasini kengaytirish — standartlar sifatni yaxshilash, mijozlar ehtiyojini qondirish va sotish hajmini oshirish imkonini beradi.

Yangi bozorlarga kirish — standartlar savdo to'siqlarini yengib o'tishga va jahon bozorlariga kirishga yordam beradi.

Bozor ulushini oshirish — standartlar mahsuldorlik va raqobatbardoshlikni oshirishga ko'maklashadi.

Ekologik manfaatlar — standartlar atrof-muhitga salbiy ta'sirni kamaytirishga yordam beradi.

Bozor ulushini oshirish — standartlar mahsuldorlik va raqobatbardoshlikni oshirishga ko'maklashadi.

Ekologik manfaatlar — standartlar atrof-muhitga salbiy ta'sirni kamaytirishga yordam beradi.

TADQIQOT NATIJALARI

Raqamlardagi imtiyozlar. Ta'lim sohasidagi ISO standartlari. Standartlarning Buyuk Britaniya iqtisodiyotidagi yillik hissasi — 2,5 milliard funt sterling ni baholash layoqatiga ega hisoblanadilar (bu mulohaza orqali biz keng tarqalgan “sifat” ta'rifidagi “foydalanish uchun yaroqlilik” tushunchasini nazarda tutmoqdamiz). Ushbu terminologik muammoni hal qilish uchun ISO ishlab chiqarishdan tashqari, sohalardagi ishtirokchilarga seminar yig'ilishida birga qat-nashish imkonini beruvchi mexanizmni yaratdi. Bu kishilar milliy delegatsiya orqali o'tishi kerak bo'lgan texnik qo'mita a'zolaridan farqli ravishda istalgan joydan kelishi mumkin. Seminarining maqsadi ma'lum bir sohada muayyan masalalar bo'yicha kelishilgan hujjat ishlab chiqarishdir. Ushbu hujjat Xalqaro seminar bitimi (International Workshop Agreement — IWA) deb nomlanadi va ta'lim yo'nalishida u IWA 2 deb ataladi. IWA 2 bilan noaniqlikni kamaytirish uchun ta'lim terminologiyalarida kelishuvga erishildi. Masalan, ta'lim mijosi sanoat kabi boshqa manfaatdor tomonlar bilan adashtirmasligi uchun “o'rganuvchi” sifati-da belgilandi. “Mahsulot” yoki “mahsulot dizayni” kabi boshqa atamalar mos ravishda “kurslar” yoki “o'quv dasturlari dizayni” kabi ta'limdagi tegishli atamalar bilan almashtirildi. Ta'kidlash joizki, IWAning maksimal muddati olti yilni tashkil qiladi, shundan so'ng u ISOning yangi namunadagi standartlariga o'tkazilishi yoki bekor qilinishi kerak bo'ladi. IWA 2 o'zining butun umri davomida ta'lim sohasi uchun ishlab chiqilgan ISO 9001:2000 standarti talqiniga hamrohlik qilish maqsadida 2003 va 2007 versiyalari bilan ishlab chiqilgan. ISO 9001:2008 nashr etilganida, IWA 2:2007 amalda foydalanish uchun yaroqsiz edi. IWA 2:2007 endi olib tashlangan va uning yangiroq namunasi mavjud emas. Bu esa ta'lim tashkilotlarida sifat boshqaruvini ta'minlash borasidagi standartlarni belgilashda ta'lim sohasiga oid maxsus atamalarni qo'llashni qiyinlashtiradi[1].

Xalqaro standartlashtirish tashkilotining ISO 9001:2015 standarti sifat boshqaruvi tizimlariga bo'lgan talablarni belgilab berdi. Mazkur standart har qanday ishlab chiqarish korxonasidan tortib turli xizmatlarni ko'rsatuvchi firma va kompaniyalargacha bo'lgan tashkilotlarning sifat boshqaruvi tizimlarini takomillashtirish uchun zarur bo'lgan talablarni nazarda tutadi. Natijada, ta'lim tashkilotlari ham ta'lim xizmatlarini ko'rsatuvchi sub'ekt sifatida ushbu standartlarni o'z boshqaruv tizimlariga tatbiq etishga harakat qilib keldi. Biroq ta'lim sohasi sanoatdan farqli xususiyatlarga ega bo'lganligi

bois ISO ta'lim tashkilotlari uchun maxsus standartni ishlab chiqishga majbur bo'ldi
ISO 21001:2018 "Ta'lim tashkilotlari — Ta'lim tashkilotlarini boshqarish tizimlari
— Foydalanish bo'yicha yo'riqnomaga ega talablar"

xalqaro standarti 2018 yil may oyida chop etilgan¹. Bu ta'lim tashkilotlarini boshqarish tizimiga oid xalqaro standartning birinchi nashridir. ISO 21001 o'quvchilarning haqiqiy ta'lim ehtiyojlari va talablariga, tegishli taklif va tavsiyalarni ishlab chiqishga va natijalarni baholashga qaratilgan.

Ta'lim nafaqat asosiy huquq, balki jamiyatning muhim qismi bo'lgan- ligi sababli, bu sohadagi xizmatlar sifati barchani tashvishga solmoqda. Korporativ dunyoda maqsadlarni aniq belgilash va maqsadlarga erishishni o'lchash muvaffaqiyatni ta'minlashga yordam beradi. ISO 21001:2018 xalqaro standarti ta'lim tashkilotlari, xususan, oliy ta'lim muassasalarining ana shunday muvaffaqiyatini ta'minlashga qaratilgan. Ushbu standart ta'lim mahsulotlari va xizmatlarini taqdim etuvchilar, ta'lim xizmatlaridan foydalanuvchilar va boshqa manfaat- dor tomonlar (mehnat bozori, hukumat, jamiyat va boshqalar) ehtiyojlari- ni qondirishga qodir bo'lgan ta'lim muassasalari uchun umumiy boshqaruv vositasini taqdim etadi. Bu ISO 9001 standartiga asoslangan va yuqori darajadagi tuzilmadan foydalangan holda, ISOning boshqa boshqaruv tizimi standartlari bilan moslashtirilgan alohida mustaqil sifat menejmenti tizimi standartidir. ISO 21001 xalqaro standarti ta'lim muassasasi, o'quvchilar va boshqa manfaatdor tomonlar o'rtasidagi aniq o'zaro munosabatlarga qaratilgan.

ISO 21001:2018 ta'lim tashkilotlari uchun boshqaruv tizimlariga qo'yiladigan talablarni belgilaydigan standart bo'lib, u har qanday turdagi tashkilotlar tomonidan sifat menejmenti tizimlarini ishlab chiqish va joriy etishda keng qo'llaniladigan ISO 9001:2015 standartiga qisman o'xshaydi. ISO 21001:2018 maktablar va ta'lim provayderlariga xizmatlar sifatini yaxshilash va ularni qabul qiluvchilarning umidlari- ni qondirish uchun tashkiliy jarayonlarni boshqarish uchun yagona vositani taklif etadi.

Standart ta'lim muassasalariga o'z missiyasi va qarashlari bilan sa- marali moslashishga yordam berishga qaratilgan bo'lib, natijada, o'quvchi- lar va (jarayon hamda vaqtni yaxshilash orqali) o'qituvchilar, ota-onalar, shuningdek, boshqa manfaatdor tomonlarga foyda keltiradigan shaxsiy- lashtirilgan ta'lim tajribasiga erishiladi.

Standartning maqsadi va ahamiyati.**Standartning maqsadi:** mazkur hujjat ta'lim xizmatlari hamda mahsulotlari taqdim qiluvchi muassasalar uchun umumiy boshqaruv vosi- tasini taqdim etadi[2].

Ahamiyati: o'rganuvchilar, benefitsiarlar hamda boshqa manfaatdor tomonlarning talablariga qay darajada javob berayotganliklarini baholash, shuningdek, buni davomiy yaxshilab borish ta'lim muassasalari uchun har doim muhim ahamiyat kasb etadi.

Garchi mazkur hujjatning asosiy foydalanuvchilari ta'lim tashki- lotlari hamda o'rganuvchilar hisoblansa-da, barcha manfaatdor tomonlar ta'lim tashkilotlari boshqaruv tizimlarining standartlashtirish ti- zimlaridan foyda ko'radi.

Mazkur hujjatga asoslanib ta'lim tashkilotlari uchun boshqaruv tizimini joriy qiladigan tashkilot uchun ehtimoliy manfaatlar quyida- gilardir:

- maqsad va vazifalarning ta'lim siyosati bilan uyg'unligi;
- barcha uchun teng va qamrovli ravishda sifatli ta'limning taqdim qilinishi hamda

bu orqali ijtimoiy mas'uliyat hissining oshishi;

- barcha o'rganuvchilar, ayniqsa, maxsus e'tiborga muhtoj o'rganuvchilar, masofaviy ta'lim shaklidan foydalanuvchilar uchun individuallashtirilgan ta'lim jarayonlarining yaxshilanishi hamda uzluksiz ta'lim imkoniyatlari;

- samaradorlik darajasidan xabardor bo'lish va uni yaxshilashga imkon beruvchi mutanosib jarayonlar hamda baholash mezonlari;

- muassasaga nisbatan ishonchning mustahkamlanishi;

- ta'lim muassasalari uchun samarador boshqaruv amaliyotiga o'tishda yordam beradigan vositalar;

- muassasada rivojlanishga imkon beruvchi madaniyatning shakllanishi;

- mintaqaviy, milliy, ochiq, xususiy hamda boshqa mezonlarning xalqaro standartlar doirasida uyg'unlashuvi;

- manfaatdor tomonlarning jarayonda kengroq ko'lamda qatnashishi;

- yangilanish hamda takomillashuv jarayonining jadallashishi.

MUHOKAMA

Ta'lim tashkilotlari boshqaruv tizimlarining boshqaruv tamoyillari[1].

ISO 21001:2018 standartining asosiy yondashuvi. ISO 21001:2018 xalqaro standarti ta'lim sifatini boshqarish tizimini ishlab chiqish, qo'llash va samaradorligini oshirishga nisbatan yaxlit yondashuvni tatbiq etish imkonini beradi. Bu talabalar va ish beruvchilar, hukumat va boshqa benefitsiarlarning ehtiyojlarini qondirish orqali ularning qoniqish darajasini oshirishga yordam beradi.

Jarayonli yondashuv ta'lim tashkilotining siyosati, maqsadlari va strategik rejalariga muvofiq ko'zlangan natijalarga erishish uchun jarayonlarni va ularning o'zaro ta'sirini tizimli belgilash va boshqarishni o'z ichiga oladi. Jarayon va umuman tizim boshqaruvi imkoniyatlardan foydalanish va istalmagan natijalarning oldini olishga qaratilgan tavakkalchilikka asoslangan fikrlashga umumiy e'tibor qaratgan holda, "Rejalash — bajarish — tekshirish — harakat qilish" (Plan — Do — Check — Act — PDCA) sikli yordamida amalga oshirilishi mumkin. Ta'lim tashkilotlari uchun boshqaruv tizimida (Management system for educational organizations — EOMS) jarayonli yondashuvni qo'llash quyidagilarni ta'minlaydi:

- talablarni bajarishda tushunish va izchillik;

- jarayonlarni qo'shimcha qiymat nuqtai nazaridan ko'rib chiqish;

- jarayonning samarali boshqarilishiga erishish;

- ma'lumotlar va axborotlarni baholash asosida jarayonlarni takomillashtirish.

Ma'lumot uchun: O'zbekiston Respublikasi Prezidentining

2022 yil 21 iyunda qabul qilingan "Nizomiy nomidagi Toshkent davlat pedagogika universiteti faoliyatini takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ — 290-son qarorida 2025 yil 1 yanvarga qadar "universitet boshqaruv tizimini ISO:21001 (Educational organizations — Management systems for educational organizations) talab lari asosida tashkil etish" vazifasi qo'yilgan[2].

Umuman olganda, ISO 21001:2018 xalqaro standarti ta'lim tashkilotlarini boshqarish tizimining asosiy tamoyillarini belgilaydi, ular orqali ushbu tashkilotlar o'qitish, o'rganish yoki tadqiqot yo'li bilan kompetensiyalarni egallash va

rivojlantirishni namoyish qilishi mumkin. Boshqa ISO menejment tizimi standartlarida bo'lgani kabi, u tashkilotga yetakchilik va ijtimoiy mas'uliyatni ta'kidlab, o'z kontekstini tushunish- ga imkon beruvchi "Rejalashtirish — bajarish — tekshirish — harakat qilish" siklidan foydalanadi. Ushbu sikl barcha jarayonlarga va umuman, ta'lim sifatini boshqarish tizimiga tatbiq etilishi mumkin. PDCA siklini qisqacha quyidagicha tavsiflash mumkin:

– **rejalashtirish:** tizim va uning faoliyat maqsadlarini, shuning- dek, ta'lim izlovchilari va manfaatdor tomonlarning talablariga hamda ta'lim muassasasi siyosatiga muvofiq natijalarga erishish uchun zarur bo'lgan resurslarni belgilash, potensial imkoniyatlarni aniqlash va xavflarni bartaraf etish (kamaytirish);

– **bajarish:** rejalashtirilgan chora-tadbirlarni bajarish (amalga oshirish);

– **baholash:** jarayonlarni va olingan mahsulotlarni (xizmatlarni) siyosat, maqsadlar, talablar va rejalashtirilgan tadbirlarga muvofiq monitoring qilish va o'lchash, shuningdek, natijalar hisoboti;

– **harakat:** agar zarur bo'lsa, samaradorlikni oshirish uchun chora ko'rish.

Ehtimoliy xavflarga qaratilgan fikrlash samarali missiyaga erishish uchun juda muhimdir. ISO 21001:2018 xalqaro standarti talablari- ni qondirish uchun ta'lim muassasalari risklarni bartaraf etish bo'yicha chora-tadbirlarni rejalashtirishi va amalga oshirishi zarur. Xatarlarni ham, imkoniyatlarni ham hisobga olish ta'lim sifatini boshqarish tizimi samaradorligini oshirish, yaxshilangan natijalarga erishish, salbiy oqibatlarining oldini olish uchun zamin yaratadi.

Imkoniyatlar mo'ljallangan natijaga erishish uchun qulay vaziyat natijasida paydo bo'lishi mumkin, masalan, oliy ta'lim muassasasiga ish beruvchilar va sobiq bitiruvchilarni jalb qilish yangi mahsulotlar va xizmatlarni (ta'lim dasturlari) ishlab chiqish hamda samaradorlikni oshirishga olib kelishi mumkin. Imkoniyatlar bilan bog'liq harakatlar ular bilan bog'liq xavflarni ham ko'rib chiqishni o'z ichiga oladi. Odatda xavf noaniqlik natijasida yuzaga keladi va bunday noaniqlik ijobiy yoki salbiy oqibatlarga olib keladi. Xavfdan ijobiy og'ish potensial imkoniyatni berishi mumkin, ammo xavfning barcha ijobiy ta'siri mo'ljallangan natijaga erishishga olib kelmaydi[2].

Ta'kidlash joizki, Oliy ta'lim sifatini ta'minlash bo'yicha Yevropa assotsiatsiyasi ham ta'lim jarayonida foydalanish uchun "Evropa oliy ta'lim hududida sifatni ta'minlash bo'yicha standartlar va yo'riqnoma- lar (ESG 2015)" nomli o'z standartini ishlab chiqqan bo'lib, ushbu standart ISO 21001:2018 standartidan farqli ravishda barcha ta'lim tashkilotlarini emas, balki faqatgina oliy ta'lim muassasalari faoliyatiga taalluqli. Quyidagi jadvalda ESG 2015, ISO 21001:2018 va ISO 9001:2015 standartlarining asosiy talablari qiyosiy tahlil etilgan:

ESG	ISO 9001	ISO 21001
ifatni ta'minlash siyosati	etakchilik	uzoqni ko'ra oluvchi yetakchilik

ishlab chiqish va tasdiqlash dasturlari;	jarayonli yondashuv	daliarglla asoslangan qarorlar
ro'yxatga olish, talabalar yutuqlari, tan olish va serti- fikatlash	mijozlarga e'ti- bor	o'quvchilar va boshqa benefitsiarlarga e'tibor qaratish
talabaning ro'yxatga olinishi, muvaffaqiyati, tan olinishi va sertifikatlanishi		o'quvchilar va boshqa benefitsiarlarga e'tibor qaratish
pedagog xodimlar ishtiroki xodimlarni	ishtiroki	odamlarning ishtiroki
ta'lim resurslari va talabalarni qo'llab-quvvatlash		odamlarning ishtiroki; dalil- larga asoslangan qarorlar
Axborotni boshqarish	qaror qabul qilishda faktik yon- dashuv	dalillarga asoslangan qa- rorlar
ommaviy axborot		ma'lumotlar xavfsizligi va
doimiy monitoring va dastur- larni davriy ko'rib chiqish	doimiy takomil- lashtirish; bosh- qaruvga tizimli yondashuv	takomillashtirish; dalillarga asoslangan qarorlar
tashqi sifat kafolati	qaror qabul qilishda faktik yondashuv	munosabatlarni boshqarish

Yuqoridagi qiyosiy jadvaldan ko'rinib turibdiki, ESG 2015 standar- ti to'g'ridan- to'g'ri oliy ta'limda sifat boshqaruvini takomillashtirish va shu orqali sifatni kafolatlashni nazarda tutadi. ISO 9001:2015 standarti esa barcha turdagi tashkilotlarning sifat menejmenti tizimlari mezonlarini belgilaydi. ISO 21001:2018 standartini ISO 9001:2015 standartining ta'lim tashkilotlari uchun modifikatsiyalangan namunasi deyish mumkin [2]. ISOning mazkur har ikki standarti ham tashkilotlarni ko'proq mijozlar, o'rganuvchilar va boshqa manfaatdor tomonlarning ishonchini qozonishga yo'naltirilgan talablarni ilgari suradi. Shu boisdan ham bir qator tadqiqotlarda ISO standartlari asosan tadbir- korlik sub'ektlari manfaatlarini himoya qiluvchi marketing vositasi ekanligiga urg'u berilib, haqiqiy holatda jarayonlarni kutilganidek yaxshilashga olib kelmasligi

haqidagi xulosalarga duch kelamiz. Shunday bo'lsa-da, ISO 21001:2018 standartini amaliyotga to'g'ri tatbiq etish oliy ta'lim muassasalarida inklyuziv ta'limni ta'minlash hamda boshqaruv tizimini yanada samaraliroq qilish orqali oliy ta'lim sifatini oshirishda muhim omil bo'lishi mumkin[1].

XULOSA

Pedagogik tizimni takomillashtirishning asosiy yo'llari ikkita: intensiv va ekstensiv. Intensiv rivojlanish pedagogik sistemani ichki imkoniyatlar hisobiga, ekstensiv yo'l esa qo'shimcha kuchlar jalb etish - ya'ni, vositalar, asbob-uskunalar, texnologiyalar hisobiga takomillashtirishni ko'zda tutadi[5]. Pedagogika texnologiyaning intensiv rivojlanish imkoniyatlari tugagan deb hisoblanadi: maktabning mavjudligi ming yilliklar davomida hamma yo'llarni sinab ko'rib bo'lgan, hozirgi pedagoglar nasibasi qaytarish, tarbiya mazmuni va vazifasini, mantiqiy chuqur esga olish, uning birlamchi asoslariga chuqur tushib borishdan iborat. Deyarli har bir o'quv muammosi fikrlash faoliyatini faollashtirishga imkon beradi, biroq ularning har biri ham ilmiy darajada pedagogik va psixologik tushunchalarni mustaqil shakllantirishga olib kelmaydi[6]. SHu bois pedagogik, texnik-texnologik muammoli vaziyatli topshiriqlarni ishlab chiqishda o'quv muammolarining didaktik xususiyatlarini hisobga olish zarur. Topshiriq to'g'ri ifoda etilsa, ularni talaba tomonidan qabul qilinishi va o'quv faoliyatiga nisbatan qo'yiluvchi talablar to'plami sifatida e'tirof etish mumkin.

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IONITLAR VA ULARNING EKOLOGIK XAVFSIZLIKNI TA'MINLASHDAGI SAMARADORLIGI

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Annotatsiya: Ushbu maqola ionitlarning ekologik xavfsizlikka ta'sirini va ularning atrof-muhitni tozalashdagi o'rni haqida ilmiy tahlil olib boradi. Maqola ionitlarning turli ekologik tizimlarda, jumladan, suv va tuproqni tozalashda qanday ishlatilishini va bu jarayonlardagi samaradorligini ko'rsatadi. Shuningdek, ionitlarning uzoq muddatli ekologik xavfsizligi va ularning tabiiy ekotizimlarga ta'siri ham muhokama qilinadi. O'zbekiston olimlari tomonidan olib borilgan ilmiy izlanishlar va yangi texnologiyalar, ionitlarning ekologik xavfsizligini oshirish uchun innovatsion yondashuvlarni ishlab chiqishga qaratilgan.

Kalit so'zlar: ionitlar, ekologik xavfsizlik, suv tozalash, tuproqni tozalash, atrof-muhit, biologik parchalanish, og'ir metallarning tozalanishi, innovatsion texnologiyalar, ekotizimlar, o'zbekiston olimlari.

KIRISH

Ionitlar, kimyoviy va fizik xususiyatlari bilan tabiatda keng tarqalgan va sanoatdagi bir qator jarayonlarda muhim o'rin tutadigan moddalardir. Ionitlarning asosiy xususiyati – bu ularning ijobiy yoki salbiy zaryadlangan ionlarni o'zlashtirish qobiliyatidir. Ularning kationitlar va anionitlar sifatida tasniflanishi, ularni atrof-muhitni tozalash, suv va tuproqni yaxshilash, shuningdek, zararli moddalardan xalos qilishda samarali vosita sifatida ishlatilishiga imkon beradi. Ionitlarning bu xususiyatlari, o'z navbatida, ekologik xavfsizlikning ta'minlanishida muhim ahamiyat kasb etadi. Suv va tuproqdagi zaruriy moddalarning oqilona boshqarilishi va ifloslantiruvchi moddalarni olib tashlash jarayonida ionitlar ko'p hollarda insoniyatning ekologik xavfsizligini ta'minlashda keng qo'llaniladi. Ionitlarning ekologik xavfsizlikdagi o'rni, shu bilan birga, ularning kimyoviy faoliyatiga hamda ekologik jarayonlarga ta'siriga bog'liqdir. Masalan, ionitlar og'ir metallarning konsentratsiyasini kamaytirish, og'ir sanoat chiqindilarini tozalash va turli kimyoviy ifloslanishlarni bartaraf etishda samarali vosita sifatida foydalaniladi. Shu bilan birga, ionitlar o'zining ekologik xavfsizlikka ta'sirining potentsial xavflarini ham keltirib chiqarishi mumkin, chunki sintetik ionitlarning tabiiy ekotizimlarga kirishida ularning xavfli ta'siri ko'rinishlari paydo bo'lishi ehtimoli mavjud. Bundan tashqari,

ionitlarning uzoq muddatli ekologik ta'siri hali ham to'liq o'rganilmagan. Bu xususiyatlarni ilmiy ravishda tahlil qilish va ekologik xavfsizlikni ta'minlashda ularning rolini aniqlash uchun ko'plab ilmiy tadqiqotlar va izlanishlar zarur. Hozirgi kunda ionitlarning ekologik xavfsizligini oshirishga qaratilgan innovatsion yechimlar ishlab chiqilmoqda, shu jumladan yangi avlod ionitlar va ularning biologik tozalashdagi qo'llanilishi. Shuningdek, ionitlar atrof-muhitdagi ion almashinuvi jarayonlarini boshqarishda, tabiiy ekotizimlarni himoya qilishda, ekologik barqarorlikni ta'minlashda va resurslarni samarali boshqarishda muhim vosita sifatida ishlatilishi mumkin. Maqolaning maqsadi, ionitlarning ekologik xavfsizlikka ta'sirini tahlil qilish, ularning tozalash jarayonlaridagi ahamiyatini, tabiatda o'zgarishlar keltirib chiqarish qobiliyatini, va innovatsion texnologiyalar orqali ekologik xavfsizligini ta'minlashdagi imkoniyatlarini o'rganishdan iboratdir. Bu ilmiy tadqiqot atrof-muhitni ifloslanishdan saqlash, ekologik barqarorlikni ta'minlash va ionitlarning ekologik xavfsizlikdagi o'rnini yanada chuqurroq tushunishga yordam beradi.

Ionitlar va ularning ekologik xavfsizlikka ta'siri bo'yicha ilmiy adabiyotlar bir necha yillardan buyon keng o'rganilib kelinmoqda. Bu sohadagi izlanishlar ionitlarning kimyoviy xususiyatlari, ekologik jarayonlarga ta'siri va atrof-muhitga bo'lgan ta'sirini yaxshiroq tushunishga yordam beradi. Ionitlarning atrof-muhitni himoya qilishdagi ahamiyati, ayniqsa, suv va tuproqni tozalashdagi roli so'nggi o'n yilliklarda ko'plab ilmiy tadqiqotlarda yoritilgan. Ionitlar, birinchi navbatda, o'zining kationit va anionit sifatida ishlash qobiliyatiga asoslanib, ekologik xavfsizlikni ta'minlashda keng qo'llaniladi. Ularning kationitlar va anionitlar sifatida turlarga bo'linishi ekologik tozalash jarayonlarini yanada samarali qilishga imkon beradi. Kationitlar og'ir metallarning konsentratsiyasini kamaytirishda, anionitlar esa salbiy zaryadlangan ionlarni, xususan, nitratlar va sulfatlarni olib tashlashda samarali hisoblanadi. Bunday ion almashinuvi jarayonlari suv va tuproqlarda yuqori samaradorlikni ta'minlaydi, shu bilan birga ekotizimlarning barqarorligini oshiradi. Shu sababli, ionitlarning atrof-muhitdagi ifloslanishni kamaytirishga va ekologik barqarorlikni ta'minlashga bo'lgan ta'siri juda katta.

Ionitlar suvni tozalashda keng qo'llaniladi, xususan, sanoat chiqindilari va og'ir metallarning suvga tushishining oldini olishda. Ion almashinuvi jarayonlari orqali, misol uchun, kationitlar og'ir metallarga, masalan, rux, qalay, kadmiy va boshqa xavfli elementlarga qarshi ishlaydi. Ionitlar ushbu elementlarni o'zlashtirib, ularning konsentratsiyasini kamaytiradi [1].

Hozirgi kunda suvni tozalashda ionitlarning samaradorligi yuqori baholanmoqda va ular ko'plab ekologik tizimlarda, ayniqsa, sanoat chiqindilari bilan ifloslangan hududlarda muvaffaqiyatli qo'llanilmoqda. Ionitlarning ekologik xavfsizlikka ta'siri, ayniqsa, ularning atrof-muhitda ko'p vaqt davomida faoliyat ko'rsatish xususiyatida o'ziga xosdir. Bir qator tadqiqotlar, masalan, Hossain et al. (2019) tomonidan olib

borilgan, ionitlarning suvni tozalashdagi samaradorligini oshirish uchun yangi metodlarni ishlab chiqdi. Ularning tahliliga ko'ra, ionitlar yuqori samaradorlikka ega bo'lishi uchun uzoq vaqt davomida tiklanishi va qayta ishlanishi kerak. Bundan tashqari, ionitlarning biotizimlar bilan o'zaro ta'sirini yaxshilash uchun biologik tozalash texnologiyalaridan foydalanish taklif etilmoqda [2]

Ionitlar, shuningdek, tuproqni tozalashda ham muhim rol o'ynaydi. Kationitlar og'ir metallar va zararli kationlarni, masalan, qalay, rux, mis kabi elementlarni tuproqdan olib tashlash orqali tuproq sifatini yaxshilaydi. Tuproqning kimyoviy tarkibidagi bu o'zgarishlar o'simliklar uchun zaruriy oziqa moddalari almashinuvini yaxshilaydi va tuproqning biologik unumdorligini saqlashga yordam beradi. Bundan tashqari, ionitlarning tuproqni tozalashdagi roli tuproqning pH darajasini boshqarishda ham muhimdir. Shu bilan birga, ionitlarning tuproqdagi zararli ionlarni o'zlashtirish qobiliyati ularni ekologik xavfsizlikni ta'minlashda zarur vosita sifatida ajratib turadi. Biroq, ionitlarning ekologik ta'siri borasida olib borilgan tadqiqotlar natijalari bir xil emas. Ba'zi tadqiqotlar ionitlarning uzoq muddatli ishlatilishi va ularning atrof-muhitga ta'siri haqida ehtiyotkorlikni ko'rsatadi. Ionitlar o'zlarining kimyoviy tarkibidan kelib chiqib, ularning parchalanish jarayoni tabiiy ekotizimlarga zarar yetkazishi mumkin. Shu sababli, ionitlarni qayta ishlash va utilizatsiya qilish masalasi ekologik xavfsizlikni ta'minlashda katta ahamiyat kasb etadi [3].

Ionitlarning ekologik xavfsizligi va barqarorligi masalasi ham ilmiy tadqiqotlarning muhim yo'nalishlaridan biridir. O'tkazilgan ko'plab tadqiqotlarda ionitlarning xavfsizligi masalasi, ayniqsa sintetik ionitlar va ularning parchalanish jarayonlariga oid xavf-xatarlar haqida gapirilgan. Sintetik ionitlarning tabiiy ekotizimlarga ta'siri bo'yicha olib borilgan tadqiqotlar ionitlarning ekologik xavfsizligi, ularning qayta ishlanishi va biologik parchalanish jarayonlari orqali kamaytirilishi mumkinligini ko'rsatmoqda. Shu bilan birga, yangi avlod ionitlar ishlab chiqilmoqda, ular tabiatda parchalanishi oson va ekologik xavfsizdir. Bunday innovatsion yechimlar, ionitlarning atrof-muhitga kamroq zarar yetkazishiga imkon yaratadi va ekologik xavfsizlikni oshiradi. Bundan tashqari, ionitlarning xavfsizligini ta'minlashda, ularni biologik parchalanish xususiyatlariga ega bo'lgan materiallardan ishlab chiqish va ularni yangi ekologik texnologiyalarda qo'llash imkoniyatlari muhokama qilinmoqda. Bunday texnologiyalar, ionitlarning ekologik xavfsizligini oshirishga va atrof-muhitni ifloslanishdan himoya qilishga yordam beradi. Ionitlarning ekologik xavfsizlikdagi o'rni haqidagi ilmiy adabiyotlar, bu moddalarning atrof-muhitni tozalash, zaruriy ionlarni boshqarish, og'ir metallardan xalos qilishdagi muhim rolini ochib beradi. Ionitlarning ekologik xavfsizligini oshirishga qaratilgan izlanishlar davom etmoqda, va yangi texnologiyalar ishlab chiqilmoqda. Biroq, ionitlarning uzoq muddatli ekologik ta'siri va xavfsizligini yaxshilash uchun ilmiy tadqiqotlar davom ettirilishi zarur. Bu, o'z navbatida, atrof-muhitni himoya qilish va resurslarni barqaror boshqarishdagi

innovatsion yechimlarni ishlab chiqishga yordam beradi. O'zbekiston olimlari ionitlarning ekologik xavfsizlikka ta'siri va ularning atrof-muhitni tozalashdagi roli bo'yicha bir qator muhim tadqiqotlar olib bormoqda. Ushbu ilmiy tadqiqotlar, ayniqsa, ionitlarning suv, tuproq va havo sifatini yaxshilash, shuningdek, ekologik xavfsizlikni ta'minlashdagi o'rni bo'yicha yangi yondashuvlar ishlab chiqishda katta ahamiyatga ega [4].

O'zbekistonning yetakchi ekolog olimlaridan biri, professor Abdug'aniyev N. tomonidan olib borilgan tadqiqotlar ionitlarning suvni tozalashdagi samaradorligini o'rganishga qaratilgan. Uning ishlarida kationitlarning og'ir metallar va boshqa zararli ionlarni o'zlashtirishdagi roli, shuningdek, anionitlarning nitratlar va sulfatlar kabi xavfli ionlarni olib tashlashdagi samaradorligi tahlil qilingan. Prof. Abdug'aniyevning ilmiy yondashuvi, ionitlarning tabiatdagi ion almashinuvi jarayonlari bilan o'zaro ta'sirini tahlil qilish orqali ekologik xavfsizlikni ta'minlashda ularning imkoniyatlarini ko'rsatadi. Shuningdek, ularning tadqiqotlari ionitlarning ekologik xavfsizlikka ta'siri, ularning xavf-xatarlaridan qanday qochish va ularning samaradorligini qanday oshirish bo'yicha amaliy tavsiyalarni o'z ichiga oladi [5].

Dr. Tohirxodjaev U. tomonidan olib borilgan tadqiqotlar ionitlarning suv va tuproqni tozalashda qo'llanilishi bilan bog'liq. U, xususan, og'ir metallarning suv resurslariga ta'sirini kamaytirish uchun ionitlar bilan ishlash texnologiyalarini ishlab chiqishda muhim hissasini qo'shgan. Tohirxodjaevning ilmiy ishlari, ionitlarning samaradorligini oshirishda yangi usullar va materiallarni ishlab chiqish bo'yicha innovatsion yondashuvlarni o'z ichiga oladi. Ularning ishlarida, shuningdek, ionitlarning atrof-muhitdagi xavfli moddalarni tozalashdagi qobiliyati, ularning qayta ishlanishi va ekologik xavfsizlikni ta'minlashdagi roli ta'kidlangan [6].

Professor Xo'jaev S. tomonidan olib borilgan tadqiqotlar, ayniqsa, tuproqni tozalash va uning kimyoviy tarkibini yaxshilashda ionitlarning rolini o'rganishga qaratilgan. Ularning ilmiy ishlarida ionitlarning tuproqqa ta'sirini, zararli metallarni olib tashlashdagi samaradorligini va tuproqning pH darajasini boshqarishdagi ahamiyatini o'rgangan. Shuningdek, Xo'jaev tomonidan ishlab chiqilgan metodlar tuproqda zaruriy minerallarni saqlashga, ekologik barqarorlikni oshirishga va o'simliklar o'sishiga yordam beradigan usullarni taklif etadi [7].

Dr. Usmonov B. ekologik xavfsizlikni ta'minlashda ionitlarning yangi avlodlarini yaratishga qaratilgan izlanishlar olib bormoqda. Uning tadqiqotlari, asosan, ionitlarni biologik tozalash jarayonlarida ishlatish va ularni tabiiy resurslar bilan muvofiqlashtirishga oid. Usmonovning ishlari, ionitlarning xavfli ta'sirlarini kamaytirish va ularning atrof-muhitga bo'lgan ta'sirini yaxshilash bo'yicha innovatsion yechimlar yaratishga qaratilgan. U, shuningdek, sintetik ionitlarning ekologik xavfsizligini oshirish uchun yangi biomateriallardan foydalangan holda ishlab chiqilgan ionitlar bilan tajriba o'tkazgan [8].

Dr. Davronov T. tomonidan olib borilgan tadqiqotlar, ionitlarning yangi avlodlarini ishlab chiqishga va ularning atrof-muhitga zarar etkazmasdan ishlashga qaratilgan. Ularning ishlari, ionitlarning parchalanish xususiyatlarini va ekologik xavfsizligini yaxshilashga, shuningdek, biologik parchalanish jarayonlariga kirishish imkoniyatlarini o'rganishga doir. Davronovning ilmiy ishlari, ionitlarning yangi turdagi materiallardan ishlab chiqilishi, shuningdek, tabiatda parchalanadigan ionitlar yaratish bo'yicha innovatsion g'oyalarni taklif etadi. O'zbekiston olimlarining ionitlar va ekologik xavfsizlik bo'yicha olib borgan tadqiqotlari, bu moddalarning atrof-muhitni himoya qilish, zaruriy ionlarni boshqarish va xavfli moddalardan xalos qilishdagi muhim rolini yoritadi. Ushbu tadqiqotlar, ionitlarning yangi texnologiyalarini ishlab chiqish va ularning ekologik xavfsizligini oshirishda muhim yondashuvlarni taqdim etadi. O'zbekiston olimlarining ilmiy ishlarida ionitlarning ekologik xavfsizlikka ta'siri, ularning samaradorligi va xavf-xatarlarini kamaytirishga qaratilgan izlanishlar davom etmoqda va bu sohadagi ilmiy-tadqiqotlar yanada rivojlanmoqda [9].

MUHOKAMA

Ionitlar va ularning ekologik xavfsizlikka ta'siri bugungi kunda global miqyosda ekologik muammolarni hal qilishda muhim o'rin tutmoqda. Ionitlarning atrof-muhitni tozalash, suv resurslarini saqlash, tuproqni yomonlashuvdan himoya qilish va sanoat chiqindilarini kamaytirishdagi roli alohida ahamiyatga ega. Ammo, ionitlarning ekologik xavfsizlikni ta'minlashdagi roli faqatgina ularning samaradorligini oshirish va ekologik xavfsizlikni kuchaytirish bilan cheklanib qolmaydi. Ionitlarning tabiiy ekotizimlarga ta'siri, ularning uzoq muddatli ekologik oqibatlar va sintetik ionitlarning atrof-muhitga bo'lgan ta'siriga oid masalalar haligacha ilmiy tahlil qilishni talab qiladi.

Ionitlarning ekologik xavfsizlikdagi o'рни, ularning samaradorligi bilan chambarchas bog'liq. Ko'plab tadqiqotlar, masalan, Wang & Chen (2020) tomonidan olib borilgan, ionitlarning suvni tozalashdagi samaradorligini oshirish uchun yangi materiallar va texnologiyalarni ishlab chiqish zarurligini ta'kidlaydi. O'zbekiston olimlari tomonidan olib borilgan izlanishlar ham, ionitlarning ekologik xavfsizligini oshirish uchun innovatsion yondashuvlarni yaratishda katta ahamiyatga ega. Masalan, kationitlar va anionitlarning birgalikda ishlatilishi, ion almashinuvi jarayonlarini tezlashtirish va atrof-muhitga nisbatan xavf-xatarlarni kamaytirish imkonini beradi. Ammo, bu texnologiyalarni keng qo'llashda ularning iqtisodiy va ekologik jihatlarini hisobga olish zarur. Ionitlar uzoq muddatda to'liq parchalanmasligi, ularning chiqindilarini utilizatsiya qilish muammolarini keltirib chiqarishi mumkin. Shu nuqtai nazardan, yangi texnologiyalarni ishlab chiqish va ishlab chiqarish jarayonlarini optimallashtirish zarur.

Ionitlarning ekologik xavfsizligini oshirishda tabiatga ta'siri muhim masala hisoblanadi. Sintetik ionitlar, xususan, uzoq muddatda atrof-muhitda to'planishi va tabiiy resurslarga zarar etkazishi mumkin. Liu et al. (2021) va Zhao et al. (2018) tomonidan olib borilgan tadqiqotlar sintetik ionitlarning biologik parchalanish jarayonlarini tahlil qilib,

bu materiallarning tabiiy ekotizimlarga bo'lgan ta'sirini kamaytirish bo'yicha takliflar ishlab chiqilgan. Biroq, ionitlarning uzoq muddatli ekologik ta'sirini o'rganish uchun ko'proq ilmiy tadqiqotlar talab etiladi. Ionitlarning atrof-muhitga ta'sirini kamaytirish uchun yangi, tabiiy komponentlarga asoslangan ionitlarni ishlab chiqish va ularning qayta ishlanishini oshirish muhim masaladir. Bu esa, nafaqat ekologik xavfsizlikni ta'minlash, balki tabiatning o'ziga zarar etkazmasdan, resurslarni barqaror boshqarish imkonini yaratadi.

Ionitlarning ekologik xavfsizlikdagi ahamiyatini ta'minlashda ularning iqtisodiy jihatlar ham muhim rol o'ynaydi. Ionitlar ko'plab sanoat tarmoqlarida, xususan, kimyo sanoatida va suv tozalashda keng qo'llaniladi. Ammo, ionitlarni ishlab chiqarish va ularni qayta ishlashda xarajatlar ko'payishi mumkin, bu esa ularning iqtisodiy samaradorligini kamaytiradi. O'zbekiston olimlarining izlanishlari, ionitlarning iqtisodiy jihatlarini inobatga olib, ularning samaradorligini oshirish va chiqindilarni qayta ishlash texnologiyalarini takomillashtirishga qaratilgan. Shuningdek, ionitlarning ekologik xavfsizlikka ta'sirini minimallashtirish uchun ularni tabiiy materiallardan yaratish va ishlab chiqarish jarayonlarini ekologik jihatdan barqarorlashtirish zarur. Bu yondashuvlar, o'z navbatida, resurslarni samarali boshqarish va iqtisodiy samaradorlikni oshirishga yordam beradi.

Ionitlar ekologik xavfsizlikni ta'minlashda samarali vosita bo'lsa-da, ularning atrof-muhitga bo'lgan ta'siri ham mavjud. Ionitlarning uzoq muddatli ekologik xavfi, ularning sintetik variantlaridan foydalanishda paydo bo'lishi mumkin. Barros et al. (2019) va Liu et al. (2021) o'z tadqiqotlarida, sintetik ionitlarning biologik parchalanish jarayonlariga va tabiiy ekotizimlarga ta'sirini o'rganish zarurligini ta'kidlaydilar. Ionitlarning atrof-muhitga bo'lgan xavfini kamaytirish uchun ularni qayta ishlash, biologik parchalanish imkoniyatlarini oshirish va ekologik tozalash jarayonlarida yanada samarali usullarni ishlab chiqish muhimdir. Bunda, yangi avlod ionitlar ishlab chiqish va ular uchun ekologik tozalash texnologiyalarini takomillashtirish zarur.

Ionitlarning ekologik xavfsizligini oshirish uchun yangi texnologiyalar va materiallarni ishlab chiqish muhim ahamiyatga ega. Bugungi kunda, ionitlarning tabiiy ekotizimlarga bo'lgan xavfini kamaytirish uchun biologik parchalanadigan materiallardan foydalanish yo'lga qo'yilmoqda. Misol uchun, Usmonov (2021) va Tohirxodjaev (2020) tomonidan olib borilgan tadqiqotlar ionitlarning biologik parchalanish jarayonlarini tahlil qilib, yangi avlod ionitlarini ishlab chiqishga doir innovatsion yondashuvlarni taklif etmoqda. Bu yondashuvlar, o'z navbatida, ionitlarning ekologik xavfsizligini oshirishga va atrof-muhitni himoya qilishga yordam beradi.

Bundan tashqari, ionitlarning yuqori samaradorlikka ega bo'lgan versiyalarini ishlab chiqish, ularga tegishli texnologiyalarni rivojlantirish va ularning qayta ishlanishini yaxshilash borasida izlanishlar davom etmoqda. Shu bilan birga, ionitlarni ishlab

chiqarishda energiya sarfini kamaytirish va ularni ekologik jihatdan barqaror qilish masalalari muhim ahamiyatga ega.

XULOSA

Ionitlar ekologik xavfsizlikni ta'minlashda va atrof-muhitni tozalashda samarali vosita bo'lib xizmat qiladi. Biroq, ionitlarning uzoq muddatli ekologik ta'siri va sintetik ionitlarning tabiiy ekotizimlarga bo'lgan ta'sirini o'rganish zarur. O'zbekiston olimlari tomonidan olib borilgan tadqiqotlar ionitlarning ekologik xavfsizligini oshirish, ularning samaradorligini yaxshilash va ekologik ta'sirlarini kamaytirish uchun innovatsion yechimlar ishlab chiqish bo'yicha muhim ishlar olib borilmoqda. Shu bilan birga, ionitlarning iqtisodiy jihatlari va resurslarni samarali boshqarish masalalari ham e'tiborga olish kerak. Kelajakda ionitlarning ekologik xavfsizligini yanada oshirish, ularga asoslangan yangi texnologiyalarni ishlab chiqish va ularning qayta ishlanish jarayonlarini takomillashtirish zarur.

Ionitlar ekologik xavfsizlikning ta'minlanishida muhim rol o'ynaydi va ularning atrof-muhitni tozalash, zaruriy ionlarni boshqarish, og'ir metallardan xalos qilish va sanoat chiqindilarini kamaytirishdagi o'rni tobora ahamiyatli bo'lib bormoqda. Ionitlarning ekologik xavfsizlikka ta'siri, ayniqsa, kationitlar va anionitlarning samarali ishlatilishi bilan bog'liq bo'lib, ular suv va tuproqni tozalashda yuqori samaradorlikni ta'minlashga qaratilgan ilmiy ishlanmalar muhim yutuqlarga erishdi. Shu bilan birga, ionitlar tabiiy ekotizimlarga ta'sir ko'rsatishi mumkin, bu esa ularning uzoq muddatli ekologik oqibatlarini o'rganishni talab qiladi. Ionitlarning ekologik xavfsizligini oshirish, ularning samaradorligini va uzoq muddatdagi xavf-xatarlarini kamaytirish uchun, tabiiy resurslar bilan yanada uyg'unlashgan va biologik parchalanish jarayoniga ega bo'lgan ionitlar ishlab chiqish zarur. O'zbekiston olimlari tomonidan olib borilgan tadqiqotlar, ayniqsa, ionitlarning ekologik xavfsizlikka bo'lgan ta'sirini yaxshilashga qaratilgan innovatsion yondashuvlar va yangi texnologiyalarni ishlab chiqishga e'tibor qaratmoqda.

Bu ilmiy izlanishlar ionitlarni tabiiy ekotizimlarga zarar yetkazmasdan samarali ishlatish imkonini yaratadi va ular yordamida ekologik tozalash jarayonlarini yaxshilaydi. Ionitlarning samaradorligini oshirish, iqtisodiy jihatlarni inobatga olish va ekologik xavfsizligini ta'minlash masalalari nafaqat ilmiy, balki amaliy jihatdan ham muhim hisoblanadi. O'zbekiston olimlarining ilmiy yondashuvlari, ionitlarni qayta ishlash va ularning biologik parchalanish jarayonlarini takomillashtirishga oid takliflari, ekologik xavfsizlikni oshirishda yangi imkoniyatlar yaratadi. Ionitlarning qayta ishlanishi va ulardan foydalanish samaradorligini oshirish, shu bilan birga, atrof-muhitga zarar yetkazmasdan resurslarni boshqarish masalasini hal qilishda muhim o'rin tutadi. Bundan tashqari, ionitlarning iqtisodiy jihatlari, ularning ishlab chiqarish xarajatlari va samaradorligini oshirishga qaratilgan tadqiqotlar ilmiy jamiyatda o'z ahamiyatiga ega. Ionitlarni ekologik xavfsiz ishlatish uchun yangi ishlab chiqarish texnologiyalari va ular uchun innovatsion yondashuvlar yaratish zarur. O'zbekiston ilm-fanining bu sohadagi

ishlanmalari, ionitlarning ekologik xavfsizligini oshirishga, ularning samaradorligini yaxshilashga va atrof-muhitni himoya qilishga yordam beradi. Kelajakda ionitlarni qo'llashdagi innovatsion yondashuvlar, ularning ekologik xavfsizligini yanada oshirishi va atrof-muhitni himoya qilishda yangi texnologiyalarni rivojlantirishga yordam berishi kutilmoqda. Ionitlarning yangi turdagi materiallardan ishlab chiqilishi va tabiiy ekotizimlar bilan muvofiqlashtirilgan texnologiyalarni yaratish, ularning ekologik xavfsizlikni ta'minlashdagi roli va atrof-muhitga zarar yetkazmaslik imkoniyatlarini oshirishda muhim ahamiyatga ega. Shunday qilib, ionitlarning ekologik xavfsizligini oshirish va ularning atrof-muhitga bo'lgan ta'sirini kamaytirish borasida ilmiy izlanishlar davom etishi zarur. Ionitlarning yangi avlodlarini ishlab chiqish va ularning ekologik xavfsizligini ta'minlashda O'zbekiston olimlarining ilmiy ishlari, atrof-muhitni saqlash va resurslarni barqaror boshqarishdagi ahamiyatini oshiradi. Bu yondashuvlar nafaqat ekologik xavfsizlikni ta'minlashga, balki barqaror rivojlanish maqsadlariga erishishga ham xizmat qiladi.

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